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The

WINTER, 1949

AGNES SCOTT

Alumnae Quarterly



PLEASE! The President insists on remaining in the background of an all-College picture as students chant, "Dr. McCain in front!" Photographer Dorothy Calder caught him just as, laughing, he tried to shush his 500 admirers. The whole College had trooped out to the hockey field to pose before a rotating camera immediately after the luncheon which launched the \$1,500,000 Campaign (see Page 17). Standing from left to right, with an occasional student intervening, are Martha Ray Lasseter '44 (now Mrs. Wallace Storey), behind and above the balloon; Rebekah McDuffie Clarke, with dark scarf under collar of white blouse; Emily Higgins Bradley '45, silver clip in hair; Molly Milam '45, most of face in shadow; Betty Bowman '44, looking over Dr. McCain's right hand; Lillie Belle Drake '40, at his left; Dr. Elizabeth F. Jackson; Eloise Lyndon Rudy '45; Roberta Winter '27, looking as if about to sneeze; Priscilla Lobeck, Susan Pope '48, Margaret McDow MacDougall '24.

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THE

Agnes Scott

ALUMNAE QUARTERLY

Agnes Scott College, Decatur, Georgia

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WINTER, 1949

EDUCATION

SSUE

PRESSING NEEDS AT AGNES SCOTT.....	2
ON THE ALUMNAE APPRAISAL.....	3
J. R. McCain	
INTELLECTUAL BEAUTY AND AGNES SCOTT.....	6
George P. Hayes	
A SUMMER TERM IN EUROPE (book review).....	9
Ellen Douglass Leyburn	
FACULTY READING LISTS.....	11
ART IS A NECESSITY.....	12
Henry Chandlee Forman	
REPRESENTING AGNES SCOTT.....	14
Frances Wilson Hurst	
Mary Hamilton McKnight	
CAMPUS DOUBLES ITS QUOTA.....	17
HUSBANDS' COMMITTEE.....	20
CLASS REUNIONS.....	20
ALUMNAE WEEKEND BRINGS 100 BACK.....	21
EVENTS AT THE COLLEGE.....	23
THE PRESIDENT'S VOICE.....	23
AGNES SCOTT CLUBS.....	24
FACULTY AND STAFF.....	27
CLASS NEWS.....	30

ELEANOR N. HUTCHENS '40, EDITOR

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Pressing Needs At Agnes Scott

Faculty Salary Increases. The calibre of Agnes Scott depends, naturally, on the calibre of the instruction it offers. If this instruction is to remain up to Agnes Scott standards and to advance those standards to even higher levels, at least \$500,000 and preferably \$1,000,000 must be added to the present endowment very soon.

A New Science Hall. The old one is completely outworn and must be replaced by a building with more space and with modern equipment. Further delay will be seriously detrimental to our work in the sciences. Funds on hand for this purpose lack about \$200,000 of being sufficient.

Renovation Of Rebekah Scott Dormitory. Main and Inman have been completely done over inside, each at a cost larger than that of the original building. If \$75,000 can be secured for the purpose, Rebekah Scott will be remodeled next summer.

Hopkins Hall. In the last campaign, alumnae raised more than \$100,000 to build this new dormitory. The war prevented its construction; now it will take at least that much more to erect the type of building needed.

President's House. Agnes Scott has never had a President's Home suitable for the kind of entertainment which should make it, as it is on many campuses, the center of a gracious social life for faculty, students, and visitors. At least \$50,000 will be needed to provide one.

Alumnae House Improvement. Tea Room equipment and upstairs furnishings have arrived at a deplorable state for lack of substantial annual sums to keep them up to standard. About \$2,000 should be spent on the Tea Room for kitchen equipment, decoration, silver, and linen, and about \$3,000 on the second floor for furniture, redecoration, and linen. It is hoped that an interested alumna will give this \$5,000 and arrange for some kind of endowment which would yield the Alumnae House an income sufficient for its proper upkeep.

Scholarships. These are always necessary in order that good student material may not be lost to the College. The 1949 raise in tuition will make them more important than before. The sum of \$10,000 in endowment is regarded as a full scholarship, although at present interest rates it does not pay the full tuition.

One year ago The Quarterly published a summary, prepared by the Education Committee, of answers by 2,000 alumnae to the question: "In the light of your experience, what things from your Agnes Scott training seem to be most valuable to you, and what, in your opinion, should be added to the academic or social life of students today?" Replies to the second half of the inquiry varied widely, contradicting each other and sometimes the answerer's own response to the first half. However, a few major issues stood out. The Education Committee has asked President McCain to comment on the Alumnae Appraisal with these issues in mind.

On The Alumnae Appraisal

by J. R. McCain, President

In connection with the Alumnae Appraisal, under the auspices of the very efficient Education Committee of the Agnes Scott Alumnae Association, several hundred interesting suggestions of various kinds about the operation of the College were made. These are summarized in the Winter issue of the Alumnae Quarterly of 1948. From time to time, alumnae, either as individuals or as groups, make other proposals. Occasionally, we are asked whether such suggestions are welcome. They certainly are received gladly and given cordial consideration. I hope the fact that some of them are not accepted and that others are considerably delayed in execution will not prevent a feeling of freedom in making them. Over a period of years, a surprising number are adopted.

We are glad that alumnae are represented in the various groups who operate the College. Of the 1,802 institutions of higher education in the United States, Agnes Scott is one of the few colleges not having either church or state control. It is independent, and its management is vested in twenty-seven trustees. While only two of these are required by charter to be alumnae, three others have been elected by the Board itself. As a matter of custom, the President of the Alumnae Association and the Dean of Students, who is herself an alumna, are always invited to sit with the Board so as to furnish any needed information about either alumnae or students. Fifteen of the men trustees have had wives, daughters, or other close relatives as students here, so that presumably they can think of Agnes Scott as something more than a business institution.

There are eleven alumnae on the teaching staff of the college. This is important, because under our by-laws the faculty determine the academic policy of the College, fix requirements for admission and for the degree, approve the courses of instruction and the general administration of the curriculum. Six of the men faculty are also husbands or fathers of alumnae.

There are thirteen Agnes Scott graduates in the administrative departments which carry out the regulations of the trustees and of the faculty and which have largely to do with the social and religious life of the students, though the latter functions are shared also by the faculty. Agnes Scott could not be the college which we love if it were not for the unselfish services of her daughters in these many relationships.

Returning to the subject of suggestions, I might explain that one reason why proposals are not always adopted is that the alumnae themselves do not agree as to what should be done. I would like to illustrate this point by three specific examples which we have faced recently. The first concerns the keeping of the White House in our plan of permanent development. Some have strongly advocated that the building be torn down and that the area be landscaped so as to improve the campus along the street and railroad. Others think that it should be kept as a prized possession because the College was started in part of the building. It is a matter of policy which the trustees must decide. What should they do?

A second subject of division concerns the introduction of vocational subjects into the curriculum, including home economics, secretarial work, and

the like. I suppose that we have had more suggestions, and more urgent ones, advocating this development than on any other subject. On the other hand, we have had strong urging to maintain the position of the College as a definitely liberal arts institution and to avoid strictly the inclusion of such vocational courses. This involves a faculty decision. What should be done?

A third area for suggestion has been on the introduction of dancing in order to enliven the social life; but we have had from alumnae and others the expression of fear that this would change the character of our campus life and would weaken the interesting relations which we have had with students from Columbia Theological Seminary and with the theological students at Emory University. This is primarily an administrative problem. In the light of conflicting opinion, what choice should be made?

On these and on most problems that involve either trustees, faculty, or administration, Agnes Scott has tended to what might be thought of as a middle-of-the-road policy. I think it may tend slightly to be on the conservative side. If we follow our general policy in regard to the above matters, we probably would eventually tear down the White House in order to improve the campus, but we would be somewhat slow about doing this because we need the housing for students at the present time. We will doubtless undertake to provide better training for homemaking than we now give; but it is likely that the program will be largely extra-curricular and that vocational subjects will not be much extended for degree credit. We cannot expand our program to any appreciable extent without a good deal more financial support. We have found it wise and helpful to introduce dancing on a rather informal basis as a form of entertainment, but we have tried to safeguard the arrangement so that it will not be the form and so that boys and girls who do not wish to dance may find plenty of other recreation on the campus.

In considering suggestions for changes, whether from alumnae or others, trustees, faculty, and officers must always keep in mind certain factors or relationships which are important to us. The founders of the College were very much concerned that the institution have Presbyterian influences, but be kept free of any ecclesiastical control. They

were concerned that the distinctly liberal element be emphasized in the curriculum and that the Bible be always a textbook. They were concerned that, in the selection of teachers, both intellectual and spiritual elements be given consideration.

Agnes Scott is an important unit in the University Center in Georgia, which includes Emory University, Columbia Theological Seminary, the University of Georgia, Georgia Institute of Technology, and the Atlanta Art Association. This relationship has been very valuable to Agnes Scott, particularly in eliminating competition with Emory for students; but it does provide for a limitation of our activities and for a good many responsibilities in the educational field. In the selection of staff members, it does make it important for us to secure those who can work effectively with the other institutions.

In all phases of our work and activities, we must always keep in mind that about 40% of our students are local girls and do not live in dormitories. We must remember, too, that we are located in a large metropolitan area where there are probably 100,000 men whom we do not know. We have many advantages, but also some complications which institutions like Sweet Briar and Hollins do not face.

These factors and other considerations mentioned above are listed to explain why there are sometimes delays in solving problems and why sometimes favorable action cannot be taken on ideas which might be good for other institutions, but which are not practicable for us. I would like to urge that our entire Agnes Scott family feel perfectly free in trying to help us in decisions about the future of the College and that you be patient with us if things do not seem to move as promptly and as adequately as you may desire.

While I am writing on the alumnae and the College, may I not reverse the emphasis and consider for a moment the keen interest which we on the campus have in the varied activities of our daughters far and near? It has been my privilege recently to make a study of the work and service of our alumnae. We have had to estimate the results, but this has been done on the basis of some factors which have been established.

We have taken into consideration all who have attended either the College or the Institute or the Academy. These number 8,555 students. We have

awarded the B.A. degree to 2,834 of these.

Our girls have established more than 6,200 homes, for the most part well ordered and efficient and exercising a wholesome influence in a great many communities all over the world. This is doubtless the greatest of all the services rendered by our alumnae.

We believe that more than 5,000 of our former students serve as volunteer workers in the churches or Sunday Schools of perhaps twenty denominations, and we have furnished about 550 paid workers in various forms of religious activities.

Considerably more than half of our alumnae, possibly 5,700, have served in important community activities as board members for the Red Cross or YWCA or family welfare societies. Others have shared on a voluntary basis in almost countless vocational, civic, health, or recreational organizations. Almost every important city in the South has had a good share of such leaders. We have had about 850 paid workers in these various social service fields.

Our largest group of paid workers has been in the field of education, more than 2,350 in number. They have served in all phases of school work from running a private kindergarten to filling the office of deans in great universities. The emphasis of Agnes Scott alumnae for high educational standards has made a profound impression on many entire communities.

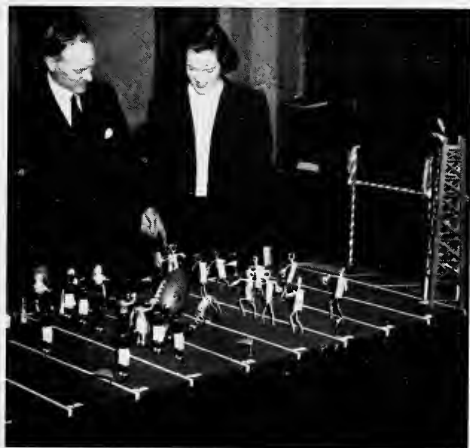
Various forms of business have claimed nearly a thousand of our alumnae; and professions, including medicine, law, nursing, technical work and the like, have enlisted several hundred others. It is impossible to enumerate the whole list, for more than sixty leading occupations have been followed successfully by Agnes Scott women.

Alumnae have also made good citizens in nearly every part of the world. They have not always been as conscientious about voting as we would like, but they have certainly surpassed average citizens in the performance of this duty. They have been alert for fair play among all people, for justice in the courts, for good government on all levels of activity, and for the hearty support of all agencies which make for the better development of young people.

Our College has its fullest life in the lives of our alumnae. The influence of an institution is very much like the shadow of a tree. It extends

far beyond the location of the tree itself. Many of you will remember the great oak on our front campus, the largest tree in Decatur, we think. It was sometimes designated as the "Senior Oak" because the senior class formerly held under its shade the last vesper services of the session. In the early morning, the shadow of this tree falls far across College Avenue and even beyond the railroad tracks. In the late afternoon, its shadow is thrown across the Colonnade and against Main Building itself. In like manner, the College never moves from Decatur, with our 550 students and more than 100 staff members; but the shadow of its influence is carried around the earth by the 8,555 who have gone on before.

As those of us at the home base think of the many who are away, we are reminded of the questions which the Apostle Paul put to some of his friends. In one of his letters he writes, "What is our hope or joy or crown of rejoicing? Are not even ye?"



Dr. McCain and Doris Sullivan, president of Mortar Board, anticipate the kickoff for the contest between Agnes Scott and Greenback teams in the campus campaign. With a goal of \$20,000, faculty, students and staff pledged \$40,219 to give the College drive for \$1,500,000 a speedy start (see Page 17).

Investiture Address

Intellectual Beauty And Agnes Scott

by George P. Hayes

Professor of English

In a famous sonnet Edna St. Vincent Millay describes the moment when Euclid made a great scientific discovery. That moment of brilliant discovery did four things simultaneously to Euclid: it seemed to blind or overwhelm him; it lifted up his spirit in exaltation; it enabled him to penetrate more deeply into the nature of reality; and it effaced Euclid personally.

Euclid alone has looked on Beauty bare.
Let all who prate of Beauty hold their peace,
And lay them prone upon the earth and cease
To ponder on themselves, the while they stare
At nothing, intricately drawn nowhere
In shapes of shifting lineage; let geese
Gabble and hiss, but heroes seek release
From dusty bondage into luminous air.
O blinding hour, O holy, terrible day,
When first the shaft into his vision shone
Of light anatomized! Euclid alone
Has looked on Beauty bare. Fortunate they
Who, though once only and then but far away
Have heard her massive sandal set on stone.

When Miss Millay wrote that sonnet, she too, for a moment, "looked on Beauty bare." This poem is our twentieth century American "Hymn to Intellectual Beauty."

Miss Millay has described here a high moment of contemplative experience. Without attempting to distinguish the types and degrees of contemplation we may say that Euclid's experience has at least something in common with Plato's famous account in *The Symposium* of how one learns to pierce behind the shifting shapes of sense to their underlying patterns or forms. Euclid's experience is parallel, in another sphere, to Wordsworth's sense sublime

Of something far more deeply interfused,

to Browning's "flash of the will that can," to St. Paul's blinding on the road to Damascus and to Pascal's experience of "fire . . . certitude . . . joy . . . renunciation" during two notable hours on the

night of November 23, 1654. It is similar to the flash overcoming Dante, at the summit of Paradise, that brought his will into final accord with the will that moves the sun and the other stars. According to Theodore Greene, at Princeton you can always spot the scholar in theoretical mathematics by his beatific, other worldly expression like that of the angels in medieval art who gaze upon the face of God.

The mind finds its secret affinities for contemplation in strange ways and places. Sir Thomas Browne would fall into "a deep fit of devotion and a profound contemplation of the First Composer" on hearing tavern music, the seventeenth century counterpart of the juke-boxes. Browne's contemporary, the scientist William Harvey, said he could best contemplate in the dark. Milton too was in the dark when he meditated from four to seven each morning. Archimedes was evidently in congenial surroundings in a bathtub. St. Teresa and Brother Lawrence found God among the kitchen pots and pans. Once when in the army, Socrates meditated without intermission for twenty-four hours. Carlyle received his fire-baptism in a grimy city street. St. Francis of Assisi was at one with God whether in his cell or among the sister Larks or when being cauterized by brother Fire. And the romantic nature poets annihilated all that's made to a green thought in a green shade.

Contemplatives, beneath their surface existence, live a second life, a life within life. They reserve for themselves what Montaigne calls a back-shop, where their real living goes on—a life which, says Brother Lawrence, may go forward even in sleep.

At this point we may ask, What is contemplation? Historically, *contemplation* is the word used by St. Augustine and others to describe their apprehension of God and their sense of union with Him. The term is used more broadly to mean meditation, continued concentration upon a particular subject. In this sense it would include poetic insight, philosophic reflection, scientific imagination. *Contemplation*, then, describes the inner life of man—the fusion of his intellectual and spiritual activity, his love and will—as he strives to understand and possess the reality of the universe, especially the ultimate and highest reality.

Contemplatives conceive of this ultimate reality under the varying aspects of the true, the beautiful

and the holy. Apprehended as truth or knowledge, it is the object of Marlowe's adoration—"still climbing after knowledge infinite"—and of Ulysses'

yearning in desire
To follow knowledge like a sinking star
Beyond the utmost bounds of human thought.

even in its highest form, as the holy, as God, this ultimate reality is invoked in St. Catherine of Genoa's prayer: "I do not want that which proceedeth from Thee; I want Thyself alone, O tender Love." Envisaged as beauty, it is the youthful Milton's strenuous aim to possess:

What besides God has resolved concerning me I know not, but this at least: *He has instilled into me, if into anyone, a vehement love of the beautiful.* Not with so much labor, as the fables have it, is Ceres said to have sought her daughter Proserpine as it is my habit day and night to seek for this *idea of the beautiful*, as for a certain image of supreme beauty, through all the forms and faces of things (for many are the shapes of things divine) and to follow it as it leads me on by some sure traces which I seem to recognize.

In its highest form contemplation gives a sense of union with something other than self, and infinitely greater and more holy.

Now the aims of the contemplatives are, deep down, essentially yours here at college—to pursue and to possess for oneself, with the mind's vision and the heart's experience, whatsoever things are true, lovely and of good report. None of us presumably will ever reach the peaks of true contemplation; yet in our studies in the arts and sciences and in our search for religious, ethical and esthetic values we are moving toward that end. At whatever distance from the leaders we too belong in the Canterbury pilgrimage of contemplatives. *No privilege could be greater.* We at Agnes Scott are at the altar of the Most High and we study His ways. Day unto day uttereth truth and night unto night showeth knowledge.

The end of education in the liberal arts college is contemplation. I do not question the place of other activities on the campus or the part that teachers and students should play in the life of the community and the world. The practical world needs us as active citizens and we as social beings need the world. The fact still remains that the primary purpose of the Christian liberal arts college as a college is contemplation—that is, beholding the bright countenance of truth, beauty

and holiness in the quiet and still air of delightful studies.

If this vision is our proper birthright as members of a college community, why do we not claim our birthright in a firmer voice? Basically, because we are loath to fulfill the conditions which the contemplative life imposes. In the first place, contemplation takes time and cannot be hurried. It has its own leisurely rhythm, slow as the procession of the seasons. It was said, by a contemporary of the Elizabethan poet, Samuel Daniel,

As the tortoise burieth himself all the winter in the ground, so Mr. Daniel would lie hid. . . . for some months together (the more retiredly to enjoy the company of the Muses) and then would appear in publick to converse with his friends.

Eliminating our hurry and worry about trivial things, we need to re-plan the use of our precious waking hours in the light of our central aim.

Secondly, contemplation is like the arbutus, which grows best in the shade, half hidden from the eye. It requires an inner stillness. If we sit silently in nature, the small woodland creatures awake into activity close about us—birds, rabbits, chipmunks, little gray mice. If we contemplate a Greek statue it comes alive and speaks. So with all contemplation: in quiet the inner life awakes and burns.

Finally, like any genuine achievement, the full fruits of contemplation are to be won only by consecrated, arduous toil, perseverance, and integrity of mind.

For the mind has a morality of its own. If you read a book not for its own sake but for social prestige, if you work for grades alone or if you give up working because you decide you cannot make better than a pass anyway or cannot make the honor roll, you have done violence to your noble and most sovereign reason. If you try to lay rude hands on Truth, Beauty or Holiness in order to use them for personal ends, they elude your grasp.

On the other hand, when you find a bracing joy in lonely labor and in meticulous accuracy in detail, when you are openmindedly humble before the fact and toughmindedly persevering in the pursuit of it, when you generously acknowledge your indebtedness to others and gladly share your discoveries with all, finally when you renounce easily won results for the slow-paced effort to "elicit and

realize the invisible"—when you do this, you have preserved your God-given intellectual and spiritual integrity and you are moving ahead along the contemplative way. That way you will find difficult at first but it will get easier as you go on, until finally, we are told, it becomes play, joy, and fruition in that which is higher than self—as self is transformed into an entire and loving selflessness.

This habit of contemplation, of which the supreme form is prayer and oneness with God, if rooted in the mind and heart in the season of youth, will be your sweetest, surest stay in adversity and age. For as we grow older, we become less active and more contemplative. Though the decline of our physical powers teaches us many renunciations, the joys of mind and spirit may well increase. Through contemplation we learn to get more and more from less and less and to accept life's unearned graces with growing gratitude. "A straight back will stoop . . . a fair face will wither, a full eye will wax hollow." Dear ones die and death approaches. But contemplation gives command over an order of reality inviolable so long as mind and spirit endure.

No one in his passionate twenties ever loved more intensely than Dante loved Beatrice. But one day the friends of Beatrice mocked at him in her presence. Dante turned away, half fainting. He realized that she could never be his. He said to himself, "[Henceforth] Love hath placed all my beatitude in that which cannot fail me . . . in those words that praise my lady." Henceforth his beatitude was to consist in his poetic contemplation of his lady. Beatrice could never be his in this world of action. But she was forever his in contemplation, where, indeed, illuminating his "study of imagination," she became more real than in the real world and far more moving-fair.

We belong to an age of inevitable specialization; but in the basic, central demands of the mind, heart and spirit specialization and technical training have no place. That is why an Agnes Scott education is worth far more to you than is specialized training at the same age. As human beings and creatures of God you inevitably crave, in the roots of your nature, the true, the lovely and the spiritual. This craving may be the means of growth into high seriousness toward self, humanity and God.

The material returns for contemplatives have always been small. Socrates tells us that grasshoppers were once human beings; but when the Muse came and song appeared, they were so ravished with delight that they were always singing and never thought of eating and drinking, so that finally they died and were turned into grasshoppers, still singing. From the thirteenth century A. D. we have this anonymous song describing an academic procession:

See! Here they come!

More proud than pursuivants, sly as confessors,
With step scholastic and with time-worn gowns,
The spectacted, sweet, *underpaid* professors!

Finally, here speaks a seventeenth century Oxford professor, Robert Burton, of the life of scholars

after all their pains taken in the universities, cost and charge, expenses, irksome hours, laborious tasks, wearing some days . . . (barred from all pleasures which other men have, mewed up like hawks all their lives), if they chance to wade through them, they shall in the end be . . . exposed to want, poverty and beggary . . . The conceit of this alone is enough to make them all melancholy . . . We can make majors and officers every year but not scholars . . . Learning is not so quickly got . . . No labor in the world like unto study. [Yet] what is [the scholar's financial] reward? . . . Like an ass he wears out his time for provender and can show . . . an old torn gown, an ensign of his infelicity; he hath his labor for his pain, a modicum to keep him till he be decrepit and that is all.

This is the moment at Agnes Scott at which we are trying to change all that, with your generous help. Your support of the present endowment drive will enable the Agnes Scott community to share even more amply than heretofore, in the blessings of the contemplative life.

For the most part this morning we have been considering the contemplative life in its lofty ardors and right ecstasies; but in closing we should note that it also has its innocent pleasures and sweet recreations. A pure devotion to good books, to fine art, to discovering the secrets of nature, above all to holy living, is an outward and visible sign of an inward and spiritual grace. It implies a gentle benignity of soul which abhors dissension and self-seeking and finds its last rest in simple and eternal and delightful things. Contemplation, by right of eminent domain, possesses all men's goods without robbing a soul, as Izaak Walton and Thoreau discovered the sweet content in other men's fields which the owners themselves could

not find there. Thus the contemplative inherits the earth, as theirs also is the kingdom of heaven.

Contemplation is the heart of living. It is growth, rhythm and illumination. It is joy, peace, and innocence of heart. It is the dew of the spirit and an invisible flame within us. It is "the sabbath of the mind."

In the watches of the night, while the wakeful bird sings darkling, or at hopeful dawn, have you not rejoiced in your solitary studies and delighted ourselves with lonely contemplations? Has not our imagination struck fire with the rising of the sun? At the dayspring have you not opened your hearts in gratitude for the greater dayspring of mind and spirit now arising for *you* in the dayspring of life? At the dayspring have you not cried,

"Hail, holy Light, offspring of Heaven first-born?"

Or behold now this college in the evening, lights blaze from every window. "The shop of war [says Milton] bath not there more anvils and hammers waking to fashion out the plates and instruments of armed justice in defense of beleaguered truth than there be pens and heads there, sitting, by their studious lamps, nursing, searching, re-

volving new notions and ideas . . . trying all things, assenting to the force of reason and conviction."

Members of the Class of 1949, when you move on out into the larger world in June, you will take with you many precious memories of this little campus: the rising sun sifting mistily through the oaks and elms on a dewy spring morning, the soft cooing of pigeons about the tower of Main, the rain rustling on the roof of this chapel, the flowering dogwood outside these windows in April, the pelican brooding over your heads as you enter Buttrick, the agonies and ardors of the midnight lamp, minds touched with fire and raying out to others the glory, the tranced groups among the roses under the splendor of the moon in May.

Beauty has been your portion at Agnes Scott—sensuous beauty, intellectual beauty, the beauty of holiness.

There is such a thing as the death of the mind, even among good people who continue to eat and sleep and put on clothes in the morning. Keep alive that pure "intellectual ray" which I see shining in your faces now.

"Hail, holy Light, offspring of Heaven first-born!"

The author of this review knew Mr. Matthiessen last summer at a gathering of English critics and scholars at Kenyon College.

Two Teaching Terms In Europe

FROM THE HEART OF EUROPE, by F. O. Matthiessen, 194 pp., Oxford University Press, New York, 1948.

FROM THE HEART OF EUROPE should give heart to all who are concerned with the delicate art of communication, for it is itself both an act of communication and a record of such an act. The description of it as a travel journal is a reviewer's

half truth. It is rather a confession of faith, a statement of what an American can live by, wrought out by Professor Matthiessen in the course of his teaching in the summer of 1947 at Salzburg in the school improvised by three enterprising Harvard students in Reinhardt's castle and in the fall of the same year at Prague, where weary but undaunted professors and students are trying to bring

back to life the ancient Charles University. Both undertakings are in themselves exhilarating, and the American teacher's participation in the heroic effort helps to make this a cheering book to read in spite of its graphic setting forth of the lack of food and fuel and books and the pressure of time lost against which the European student must struggle.

In fact, the abstract conception of the European student gives place as one reads to the sense of a company of individuals. The reader feels the impact of their distinctness as acutely as that of the colleague in the next office or the student in this morning's class. There is Fritz Molden "now only twenty-three, though with a long history of prison terms, of forced army service and espionage, of desertion and escape to our lines." There is Vittorio Gabrieli with his "Dantesque face and an idealistic devotion to libertarian principles," who in the seclusion of the Schloss Leopoldskron kitchen during the big party which ended the Salzburg session "began to talk about what it had meant to have all your education during the period of Mussolini. Never once, after he had begun to think, had he felt either at school or college that he could discuss anything freely, either with his teachers or with his fellow students. There were always the questions: who might overhear, who might repeat, who could be trusted? His grave aquiline face was even graver as he talked, but then it lighted up: 'I suppose I've had more discussions of matters of real importance to me during these weeks here than during all the rest of my life.'" There is Enrique Cruz-Salido, "a slight, dark, finely handsome Spanish Loyalist. . . . In a few quiet sentences he conveyed to me the complex moral burden of being a political exile, living from day to day, from year to year on the one hope of return. He wants to be in his own country, of whose landscape he speaks with fond intimacy, as though he had been looking at it only a day or two ago. He did not want to settle permanently in Latin America. He does not want to be a Spaniard in Paris. But he recognizes now that he must have roots, that this endless waiting to begin his real life is slowly devouring his morale. He feels cut off, sterile in isolation. His voice was so low that I could just hear him. I have never had a deeper insight into loneliness." But not all the individuals are sad: "The Czech boy

in the Sokal shirt, Jaroslav Schejbal, seemed, with his endless fund of energy, like a boy on any Middle-Western campus, making the basketball team and Phi Beta Kappa with the same undistracted drive," and "Jan Stern is, at twenty-two, a vigorous communist, but so outgoing and friendly that he quickly became liked even by those who most disagreed with him. Big and husky and somewhat nearsighted, he bumps around like a Saint Bernard puppy." And the corporate atmosphere at Salzburg is one of joyous enterprise. This is felt not just on such occasions as the gala musicale in honor of Hindemith and Helene Thimig or the Sunday *Ausflug* to Wolfgangsee and in experiences such as watching the German who progressed from the sense of being an outcast to organizing the final excursion to the Gross Glockner pointing out the views and taking photographs of the group or of the "day when Jan Stern decided to drop 'Good morning, professor' and to go the whole way to 'Hi!'" It comes out just as strongly in the eager and indiscriminate way in which American literature is devoured and the conquering of the formality in the opening sessions of the seminar by sheer warmth of interest in ideas. One of Professor Matthiessen's problems was choosing what American writers to present at once to satisfy and to train this eagerness. His comments on the reasons for his choices are penetrating in their insight into the significance of the authors considered and into the human demands of the situation. The vitality of the whole educational experiment is illustrated by the fact that "Margaret Mead introduced her students to the methods of cultural anthropology by turning them loose on investigating the community of the Seminar itself, just as though it was a South Sea island. They watched our habits in and out of school, though the student who had asked for the assignment of observing who fell in love with whom decided to give it up before he got into trouble. It was startling enough to learn from a Dutch girl one morning at breakfast that her assignment was to examine the table-manners of Americans."

In the Prague section of the book I get the impression of a soberer academic atmosphere. The feeling for tradition is revealed in the pomp of the ceremonial surrounding the inaugural lecture. Yet the dean and the professors emerge from their robes not just as real people, but as people having

grasp of reality. The sojourn in Prague is punctuated with all sorts of festive excursions: going on the first Saturday night with Petr up the Vltava to his canoe club for the convivial ceremony of saying good-bye to the boats for the winter; taking tea in Jarka's family apartment where the youth showed his greatest treasure, "the twenty books on the shelf over the stove"; having a quiet luncheon in the home of the Prime Minister on the National Independence Day; going for Sunday dinner with Zdenek Stribny's family to a village twenty miles from Prague where the father is the local carpenter and undertaker; and journeying even as far as Budapest, where the host of one delightful evening turned out to be an admirer of Sarah Orne Jewett. In all these excursions food and drink of great interest and variety increase the spirit of good friendliness. The reader senses the pleasures of the palate after the diet of potatoes and watery beer in Salzburg, though there is not the impression that it "sneezed . . . mete and drynke" that we get later in Denmark.

The feeling of geography is sharply conveyed from the opening account of a plane trip across America, through the journeys in Germany and thence to Prague and Brno, Bratislava, and Budapest, and home by way of Copenhagen to Louisburg Square on Christmas Eve. Of Prague Mattheissen says, "You begin to feel you belong to a city when some of its sights and sounds are no longer strange." The sights and sounds of many places are familiar to our senses through his book. But the heart of *From the Heart of Europe* is the section called "Interlude Between Assignments," written in Paris and London in the weeks between Salzburg and Prague. Here there is no mention of surroundings, but a personal meditation which goes beyond the review of one man's political and educational experience to assertions of faith which can encourage us all whether or not we share the particular commitments:

But I would differ from most orthodox Christians today, and particularly from the tradition represented by T. S. Eliot, in that, whatever the imperfections of man, the second of the two great commandments, to love thy neighbor as thyself, seems to me an imperative to social action. Evil is not merely external, but external evils are many, and some social systems are far more productive of them than others. Thus my philosophical position is of the simplest. It is as a Christian that I find my strongest propulsion to being a socialist.

—Ellen Douglass Leyburn '27

Faculty Reading Lists Still Obtainable

The Alumnae Office still offers the service instituted in 1947 by the Education Committee of the Alumnae Association: supplying reading lists to alumnae on request. Slowly but steadily, requests have come in for them. Here reprinted are the topics for which lists are available and the names of the faculty members who compiled them for the Committee:

Astronomy	Mr. Calder
Philosophy	Miss Dexter
Greek Drama	Miss Glick
Shakespeare	Mr. Hayes
Russia	Miss Jackson
The Novel	} Miss Lauey
Modern Poetry	
Race Relations, Minority Groups	Miss Mell
The French Novel	Miss Phythian
American History	} Mr. Posey
American Government	
Nineteenth Century English Poetry	} Miss Preston
The Writing of the Short Story	
Comparative Government	} Miss Smith
American Government	
The Theatre	Miss Winter

Four professors have expressed their willingness to suggest material to alumnae who write directly to them: Mrs. Adolf Lapp, on children's exercises and music for dancing; Paul Garber, on religion and the Bible; Henry Robinson, on statistics, finance, and other fields of mathematics; and Mrs. Roff Sims, on current affairs.

The Education Committee urges that alumnae interested in general intellectual development, either singly or in groups, write to the Great Books Foundation, 20 North Wacker Drive, Chicago, for the list made famous by Chancellor Hutchins of Chicago and other leaders in liberal education.

The Committee, whose chairman is Mary Wallace Kirk '11, Locust Hill, Tusculum, Alabama, would like very much to hear from any alumnae who have used its suggestions.

In April of 1947 the Louise Lewis Art Collection, a group of pictures to be rented individually at nominal cost to students for their dormitory rooms, was presented to the College. This is Professor Forman's address for the occasion.

Art is a Necessity

By Henry Chandlee Forman

Professor of Art

We are gathered in this place to do honor to a teacher who faithfully served Agnes Scott for forty-two years; for her this group of color reproductions and originals has been named, "The Louise Lewis Collection of Fine Arts Prints." This is a small beginning. Eventually there may be a picture for every dormitory room. In order to make it a true fine arts collection, there will also be artistic photographs of sculpture and architecture.

In human life pictures have always played an important role. Before man made letters, he sketched and painted. In truth, the earliest letters grew out of pictures. Twelve thousand years ago, a few of the first Americans painted in Nevada caves. Parenthetically, some antique animal meat belonging to the early Americans was recently dug up in Alaska, after having been frozen for twelve millennia; the anthropologist concerned in the excavation stated that he ate this meat "mildly cooked." At any rate, in Europe the Magdalenian cave paintings are of about the same antiquity as the American art works. Through all these hundred and twenty centuries, or more, the picture has been significant in the history of civilization.

Furthermore, men and women have consistently brought to the creation of the fine arts the best and most spiritual capacities which they have, and in them they have presented their deepest thoughts about the world in which they live and the other worlds to which they aspire. May I remind you that no important civilization ever flourished—Chinese, French, Greek or Maya—without producing an art of its own. Art is no luxury; it is a necessity. Civilized men and women cannot live without it.¹

The present-day understanding of the arts is not

as widespread in this country as in the century of settlement. The Jamestonians and Plymouth Rock people had, for example, a greater knowledge of, and sensitivity to, design, composition and proportion, than we of today. Most of us, I fear, have as little knowledge of the arts as the Quakers, who upon religious grounds looked upon the arts with suspicion. Undoubtedly the average person in the street knows as much about the language of the arts as that lady who innocently told Turner, a brilliant colorist, that she had never seen a sunset like one he had painted. "Don't you wish you could?" was his reply. Or perhaps his or her knowledge of architecture is as vague as that of him who declared that "the Victorian Gothic style includes many different types all thrown together in one madness."² Longfellow, it may be recalled, stated that architecture is "the noblest art of all the arts."³ Or possibly our knowledge of sculpture is on a par with that of the United States Custom Inspectors who about ten years ago barred entrance into this country of nineteen abstract sculptures because they did not consider them works of art.⁴ The law of the land defined sculpture as an imitation of natural objects, and these particular "abstracts" by no stretch of the imagination resembled natural objects.

We look to the colleges and universities of this country to raise our standards of taste in the fine arts and to counteract this widespread backwardness.

In the liberal arts college there are two aspects of art education. First, the History and Criticism of Art is a training or discipline in the study of man which is upon an intellectual level with philosophy, literature and language.⁵ Also, like poetry, it is a subject which develops in the individual a capacity for enjoyment, the possibilities of which many people never even suspect.

1. John Sloan, head of the Bryn Mawr College History of Art department, in the *Bryn Mawr Alumnae Bulletin*, June, 1942.

2. Student examination paper. 3. "Michelangelo." 4. Museum of Modern Art bulletin. 5. *Bulletin of the Association of American Colleges*, vol. xxii, no. 1, March 1936, p. 7.

in studying the arts of Florence, you learn of the lives of the artists and their works, of the social significance of the arts and their place in Florentine society, of the extent to which the sciences, literature and drama affected the arts. You touch upon politics, furniture, costume, city plans, garden designs. Art becomes an illustration of human history, and a powerfully graphic one at that. The enjoyment of seeing the great masterpieces of mankind in their forms and colors will long remain with you.

It was stated that History of Art was on an intellectual level. Let me quote from Morey's *Medieval Art*. Dr. Morey of Princeton is the leading authority on Christian art.⁶ He writes: "The curious eclecticism of the Turonian art, seeking to revive antique artistic forms as Alcuin labored to restore Latinity, is to be seen on the frontispiece of the Gospels in the Bible of Vivian, where Christ sits on the globe as in the Italo-Gallic stories or mosaics, but is surrounded by the oriental andorla, which combines with the globe to make a figure 8."

Fortunately, most art books are more readable than Morey's. But the point is this: How well do you know the history of Christianity, and how familiar are you with the Christian point of view, without a knowledge of what the Early Christian and Gothic artists performed? Morey describes and pictures the world's finest statue of Our Lord, but how many know where it is, what it looks like, and what relation it bears to that earliest of centuries, the thirteenth?

The best thing about History of Art in a liberal arts college is that it is a subject which closely borders on all the other humanities, and has the unusual power of coordinating and integrating them.⁷ Well-attended art lectures and seminars touch upon the music, history, literature, language and philosophy of a civilization, and literally illustrate the very setting where these same humanities arose. History of Art sets for itself a very high ideal, as follows: The humanistic teacher of the arts must have explored his own territory so expansively that the boundaries thereof have disappeared and the contours of the neighboring areas of knowledge have acquired a familiar aspect.⁷ In most liberal arts colleges there exists what is informally known as the departmental "interchange" of art lectures. At Agnes Scott College three departments have

already cooperated with the Department of Art in this plan to further the objectives of a liberal education.

The second aspect of art education in college is practice of art, or more particularly, creative drawing, painting and modelling. In work of this nature we have a complement to History and Criticism; in fact, each phase of the subject helps in understanding the other. Creative art stimulates the imagination, develops dexterity to a high degree, brings a sense of order. Here, too, the individual discovers a capacity for enjoyment, the possibilities of which most people never suspect. It is all too true that no one ever sees anything as a whole unless he draws it. He sees only part of it. Further, only those who have worked long in color see the colors of nature. The majority of people have an undeveloped color sense.

Most of us, I hope, have an understanding of creative art better than that of Mark Twain. Walking into Whistler's studio one day, Mark carelessly extended his hand toward a part of a freshly painted picture, as if to rub it out, saying at the same time, "I'd do away with that cloud if I were you." Shouted Whistler, "Good Heavens, man, have a care. Don't you see the paint is still wet?" "Oh, that doesn't matter," replied Mark; "I've got my gloves on."

What a pitiful understanding of the creative spirit! After all, there could have been no history of art without creative art, as there could have been no literature without authors. Some of our living artists and architects are moulding the history of art of today and tomorrow.

These pictures collected in honor of your former teacher are not necessarily loaned to stimulate art appreciation, but rather to help raise the standards of taste and to create an "understanding heart." We have here, as it were, a survey of painting over half a thousand years, from Ghirlandaio to Zorach. Keep them on your walls to enjoy, to reflect upon the great men who painted the originals, and in the larger view, upon the civilizations which produced them. Art is a careful record, and the first record, of civilization. As the great Rodin once said, it is contemplation, it is the joy of the intellect which sees clearly into the universe and which recreates it, with conscientious vision. Art is the most sublime mission of man, since it is the expression of thought seeking to understand the world and make it understood.⁸

C. R. Morey (former Marquand professor of art and archaeology, Princeton, now Cultural Attache, American embassy, Rome), *Medieval Art*, New York, 1942.
Bulletin of the Association of American Colleges, vol. xxii, no. 1, March, 1936.

8. "Conversations."

REPRESENTING AGNES SCOTT

AT ACADEMIC FUNCTIONS

University Of Wisconsin Centennial Conference

by Frances Wilson Hurst '37

It was a pleasure to attend the University of Wisconsin's centennial conference in October as Agnes Scott's representative. There were about 300 representatives of 175 colleges, universities, and educational organizations. The roster included some 40 presidents and 75 deans and directors. The conference was covered by Time and Newsweek and educational journals.

On Friday afternoon I attended a round table on "Financial Support for Higher Education," choosing it because Professor Harold Groves, who was its chairman, is always lively. The case for public funds was put by Robert B. Stewart, vice-president of Purdue University, who forecast that the federal government would have to pay as much as 60 per cent of the costs of a college education in the future, as it has been doing for GI's. He recognized the danger of governmental dictation in the colleges or, as he put it, the fact that "he who pays the piper calls the tune"; but he saw no other way to finance the greatly increasing enrollments. Charles Dollard, youthful president of the Carnegie Corporation, spoke for private funds in higher education. Naming private sources of schools' income in the order of their emergency, he said income from churches is no longer important as a large source; gifts of individuals are being dried up by taxation; gifts from alumnae are perhaps the "richest and least developed" source; the number of philanthropic foundations is steadily increasing but their gifts are generally for research rather than for building or endowment so that they will help to keep education dynamic but will not keep it solvent; corporations are an increasing source of funds for research but they will rarely endow institutions or pay operating

expenses and there is a real question as to whether they may properly give away the stockholders' money to educational institutions; lastly, the general public is a source which might be tapped by a joint plea of colleges of a single state or region as the United Negro College Fund has done so successfully. Mr. Dollard fears federal even more than state funds as the sole support for higher education, in that freedom, flexibility, and the participation of donors in college plans would be lost if private support were lost.

A speech by President Frank Graham of the University of North Carolina, which I heard Friday evening, was perhaps the highlight of the weekend for me. I came to admire Dr. Graham, as did everyone else who knew him, when he was a member of the National War Labor Board and I was one of its lowly employees. He seems to have all the Christian virtues: to be gentle, fearless, humble, humane.

On the program with Dr. Graham was President DuBridge of California Institute of Technology, who gave a lively talk on higher education and research. He discussed the relationship of teachers' scholarship to the students' education and held that an active research worker makes a better teacher than one who merely instructs, because the former is more stimulating. "Education and research are two sides of one coin—scholarship." "The ideal is to have all the faculty true scholars, all the students there for intellectual endeavour."

"Faculty and lay participation in policy formulation" was the title of the round table I attended Saturday afternoon. I chose this one because one of the speakers was G. C. Sellery, retired dean of the liberal arts college here, and former acting president of the university. He spoke pungently (as always) and, on this subject, straight from his own experience. A good deal of this discussion concerned department heads, school heads, regents, and such intricacies of a large university's hierarchy. Dean Sellery quoted Frederick Jackson

Turner (of whom the U.W. is justly and loudly proud): "If you want to form a great University you need only appoint good professors and turn them loose." A young professor from Teachers College, Columbia, Freeman Butts, went into greater detail as to how to increase efficiency by fuller participation of all groups. He urged a written procedure between the faculty and administration on control of faculty hiring and firing, tenure, promotions, etc. He thought the faculty should have some voice (nominating or serving on committee) in choosing their president. Mr. Butts defined laymen as the administration, parents, students, alumnae, board of control (trustees). Dean Sellery used the term "laymen" to mean regents and legislature (in regard to a state university, of course.)

One of the few people I met at the conference was Sweet Briar's director of publicity, who knows Dorothy Jester well and says that, as assistant to the dean and in charge of granting permissions, Dorothy is "always gentle, so that the girls love her, but they never get away with anything." Sounds like another Miss Hopkins in the making.

President Eisenhower's Inaugural Ceremonies

by Mary Hamilton McKnight '34

When Dr. McCain asked me to represent Agnes Scott at Dwight D. Eisenhower's installation as president of Columbia University, I accepted with mixed feelings. I was proud and grateful that he had chosen me but at the same time a little nervous. I am a housewife, pure and simple, and my reading rarely goes deeper than the latest pocket detective yarn. I was afraid I would be out of place in a scholarly assemblage. At one time I even considered writing Dr. McCain that I couldn't do it. Now I am very, very thankful that I did not, for it was a never-to-be-forgotten occasion.

The event itself has been covered fully by press and radio, and I will not go over that ground again here. Instead I will try to give my rather kaleidoscopic impressions of it.

On the evening before the inauguration there was a reception in honor of the former general and his wife. There I discovered first-hand why many

people would have liked to have made Eisenhower president of the country instead of a university. My meeting with him was brief—a handshake, a smile, a word of greeting—but in that short moment I had a glimpse of the warmth and charm of his personality. He said, "I'm so glad you could come"; what is more, he sounded as if he meant it.

Mrs. Eisenhower was very gracious. In a white satin evening dress with full hooped skirt she was attractive and youthful-looking. From her smile and the twinkle in her eyes I gathered that she has a well-developed sense of humor and is probably a person it would be quite a lot of fun to know.

Columbus Day, which was chosen for the event, dawned mild and misty. I deposited my children with a kind neighbor and started out for New York with my cap and hood in a hatbox. I carried my robe over my arm and hoped it looked like a coat. It probably didn't, though, for several people looked at me questioningly.

I have lived in New York or thereabouts for over five years. One would think that by now I would know my way around. But I don't. I boarded the subway at Penn Station and got off several stops later expecting to find myself in the heart of Columbia. Instead I was in the middle of Lenox Avenue. It was one-thirty. I was supposed to be there at one-forty. Luckily I found a cab and the driver whisked me across town, all the while consoling me with tales of others who had wound up in Harlem when they meant to go to Broadway. And so I reached the designated place on time.

The procession was a masterpiece of organization. No one knew what he was supposed to do—at least I know I didn't—and yet everything went off without a hitch. There were almost four hundred delegates from leading universities and colleges both here and abroad. Representatives were lined up according to the dates their schools had been founded, and I drew for a partner a graduate of the University of Idaho, which has the same birth date (1889) as Agnes Scott. He was only a lowly alumnus too, and we gave each other moral courage in the midst of a spectacle of gold tassels and academic royalty.

There were many great men present. Sir Oliver Franks, the British ambassador, represented Oxford. Conant of Harvard was there and Stassen, Pennsylvania's new president. I could not begin

to name them all. I am sorry that Dr. McCain was unable to attend and take his rightful place among them.

In the past I have been wont to disparage pomp and ceremony as empty things. Not any more. That day at Columbia I learned how exhilarating it can be to be a part of a great, splendid pageant. I have never seen a more colorful assembly. Although the traditional black predominated, there were many gowns of varied hues. One was light blue trimmed with ermine, another was rich burgundy and still another a royal purple. Instead of a mortar board one of the delegates wore an

oversized beret of heavy velvet. There is probably some special name for it, but I'm not up on academic fashions. Most of the unusual attires belonged to representatives of the foreign universities, I imagine.

Eisenhower remained very human in spite of all his regal robes. He flashed his famous smile at friends in the audience as he marched in, and on his way out he stepped out of line to give Mrs. Eisenhower a little reassuring tap on the shoulder. From the ovation he received it was evident that the crowd loved him.

For that matter, so did I.

Dorothea Snodgrass Townsend ex-'10

Our Alma Mater was written by Dorothea Snodgrass of Chattanooga, some time between 1907 and 1909. As well as I can remember, it was a spontaneous thing and not the outgrowth of any competition.

Dorothea was always trying her hand at verse, but she never seemed concerned about its value and was amazed that any lines of hers should gain any form of perpetuity.

Dorothea was a colorful figure. She would have been vivid in a much larger college and perhaps better appreciated. She was both the despair and the joy of her professors. She had no patience with boredom and was allergic to the exact sciences, but she reveled in all the fine arts. So of course she chose to become "an irregular."

Her instinct for good literature was strengthened by early and persistent habits of reading. At ten she started Dickens, and by the time she was twelve she had most of his characters deeply rooted in her consciousness. Her taste for poetry was discriminating and keen. Her amazing verbal memory enabled her to quote endlessly from her favorites.

Perhaps her most apparent qualities were her wit, her gaiety, and her love of the whimsical and the ludicrous. She had rich resources within herself for the enjoyment of life and an ability to pass on some of that zest to others.

Music was a real part of her life. She played and sang for her own enjoyment and was familiar with a wide range of music.

She was never restrained by too great conventionality and was consequently often delightfully unpredictable.

As she grew older her humor grew kinder. An unhappy marriage did not embitter her.

When the last war came, she threw herself wholeheartedly and unselfishly into whatever war work came to hand. Her whole desire was to help end the struggle that had taken almost immediately the life of one of her beloved nephews and was holding another in a Japanese prison camp.

Then she was struck by the incurable disease of leukemia. She did not live to know that her young nephew was to be among those rescued at the close of the war. But she kept alive that hope during her trying illness. Her courage was supreme through great suffering.

As one who loved Dorothea Snodgrass Townsend, I welcome the opportunity to pay her this tribute.

—Margaret McCallie '09

Jule Hunter Bethea '33

The shocking news of the death of Jule Bethea from leukemia on August 20 grieved many alumnae, for Jule was one of those rare girls in a class that everyone in the college knew and liked.

She was born in Louisville, Georgia, graduated from the Louisville Academy in 1929 and graduated from Agnes Scott in the class of '33. She was a chemistry and German major, won her AS in athletics with her hockey, swimming and golf. She belonged to Blackfriars and Cotillion and was a Granddaughter. She was business manager of the Silhouette her senior year. After graduation she took the laboratory technician's course at the Graduate Hospital in Philadelphia and, after a few years at the Student Health Service of the University of Pennsylvania, became technician for Dr. David Reisman, a prominent Philadelphia physician. After his death, she remained with his partner, Dr. David A. Cooper, until her own death.

Jule could always see the humorous side of every situation, even in her last illness. She was a staunch and unselfish friend. Her great charm lay in the fact that she was always "Jule" and never made any pretense of being anyone else—a completely genuine and unaffected personality.

—Mary Sturtevant Bean '33



The huge luncheon in the Gym which inaugurated the campus campaign. Trustees and campaign principals are on the stage; faculty and staff at the tables running from left to right just below; and the classes in the foreground.

CAMPUS DOUBLES ITS QUOTA in Launching Of \$1,500,000 Campaign

"If all our alumnae and friends could be here today," said Dr. McCain, "we'd have the \$1,500,000 right now."

He spoke from the stage of Presser Hall in the brief silence following the campus community's cheering and applause at its own prowess in raising \$40,219 in the \$20,000 campaign kickoff drive. According to Agnes Scott tradition, the campus—students, faculty and staff—had undertaken to provide a healthy starter for the million-dollar College campaign. Doubling their quota, they won a two-day celebration holiday which they chose to make on the Friday and Saturday after Thanksgiving.

Dr. McCain's brief speech recognized the power of the phenomenal community spirit which had caught up the campus in the two weeks preceding the final reckoning in chapel. What he said was true: no one who had ever been connected with Agnes Scott could have beheld that closing rally without wanting to become a part of it.

The campus drive had started with a mammoth luncheon, arranged by Miss Leslie Gaylord of the Department of Mathematics, in the Gymnasium. With college officials and trustees seated at a table on the stage, students and faculty members filled the main floor 600 strong amid giant decorations following a football motif (the theme of

the campus campaign). Professor Walter B. Posey of the History Department acted as master of ceremonies; Dr. McCain and George Winship, chairman of the Board of Trustees, spoke on the aims of the campaign; spokesmen for the five teams (four classes and faculty) expressed the determination of their respective groups to do their share. Cheer leaders exhorted the teams to a high pitch of excitement in the singing of special campaign compositions in the boastful manner associated with football yells. (The punch line of the faculty song was "This is one time we'll pass you all!") Lewis Johnson and Rebekah McDulfie Clarke of the Music Department, with Helena Williams of the Physical Education contingent, stood on chairs to urge their colleagues to greater vocal achievement. A uniformed student band, complete with a gifted freshman majorette, boomed out football airs in the intervals. Life-size football players, ingeniously contrived of chicken wire and crepe paper, hung from the walls in various characteristic attitudes, including that proper to centering the ball. Purple and white streamers made a huge

canopy over the entire room, and table decorations and favors identified the teams.

That occasion, on October 28, marked the beginning of serious campaigning. A miniature football field in the lobby of Buttrick showed the



On the edge of the powwow: Tribe Members Lobeck, Harn, Stukes, Alston, and Glick, with Christie, Clarke, and Laney behind them. Papooses in left foreground were provided by members of the cast.



Chief McCain (left) hears conflicting advice from Tribe Brain Trusters Leyburn, Omwake, MacDougall, Dunstan, Mell, and Jackson. A moment of mingled emotions in the faculty campaign skit.

Agnes Scott players poised to meet their foes the Greenbacks. Class solicitors organized, as was the whole campus drive, by Mortar Board, worked energetically through the dormitories and day student haunts for 100 per cent subscriptions. Student organizations were approached for pledges; students wrote to their parents. Mathematics Professor Henry Robinson and Mortar Board President Doris Sullivan (sister of Louise Sullivan Fry, life president of the Class of 1940) kept the wheels turning. The five teams gave chapel skits, the faculty whooping down the aisle of Presser dressed in feathers and blankets and holding a powwow on the stage around Chief McCain, who sported a full Indian headdress.

Actual subscribing took place November 8-11, its progress shown by that of the miniature play-



One of the class campaign skits, pursuing the football theme.



Students had a wonderful time at the luncheon, then went forth and raised double their quota. Every student contributed, and gifts from their parents ranged up to \$2,500.

ers representing each team on the field in Buttrick. An anonymous donor had offered \$1000 each to the classes (1) first reporting 100 per cent subscription, (2) raising the largest total amount, (3) turning in the largest individual gift, and (4) doing the best campaign promotion. The prizes, of course, were to be added to the contributions of the winning classes.

Came the day, when Gaines Chapel was packed with cheering partisans. A student built up suspense from behind the microphone on the stage as Chairmen Sullivan and Robinson added up last-minute totals and at last chalked the results on a blackboard:

Faculty and Staff	\$11,633.00
Seniors	8,341.00
Juniors	4,277.50
Sophomores	4,762.50
Freshmen	5,483.00
Organizations	1,185.00
Class of 1948	537.00
Prizes (all won by Senior Class)	4,000.00

\$40,219.00

The loudest ovation of the day went to John Flint, headwaiter in the College dining room and an Agnes Scott employee of 39 years' standing, who appeared at the microphone to announce that the 65 colored employees had contributed 100 per cent. He and Henry Simmons, who is known to Agnes Scott students of the last 22 years, had undertaken the solicitation.

The doubly successful conclusion of the cam-

pus drive, to which every person in the College community contributed, was the signal for the beginning of the campaign among alumnae and other friends of Agnes Scott. It was a magnificent performance—by students and their parents, who had already been informed that tuition and board would be raised from \$1000 to \$1200 next year, and by the faculty, who had been told regretfully by Dr. McCain that the brickmasons at work on the Frances Winship Walters infirmary were being paid at a higher rate than they were.

Husbands' Committee Organizes Auxiliary College Campaign

Husbands of Agnes Scott alumnae stepped forward early in December to lend aid to their wives in the \$1,500,000 campaign. With Henry E. Newton (Maryellen Harvey '16) as chairman, a central committee drawn from the Atlanta area met at the Alumnae House December 3 to plan a special appeal to their fellow alumnae husbands.

At the dinner meeting were Samuel Inman Cooper (Augusta Skeen '17), Hugh Dorsey, Jr. (Laura Whitner '35), Holcombe Green (Kitty Woltz '33), Boisfeuillet Jones (Laura Coit '38), Robert L. MacDougall (Margaret McDow '24), Dr. J. C. Massee (Sara Carter '29), Walter Paschall (Eliza King '38), Searcy B. Slack (Julia Pratt Smith '12), and Bealy Smith (Betty Lou Houck '35). Dowse B. Donaldson (Fannie G. Mayson '12) and Phil Nar-more (Nancy Lou Knight '27), both members of the committee, were absent. President McCain; George Winship, chairman of the Board of Trustees; Dean S. G. Stukes; Betty Lou Houck Smith '35, president of the Alumnae Association, and Eleanor Hutchens '40, director of alumnae affairs, also were at the session.

After examining campaign objectives and discussing various plans of action, the committee decided to begin its work by mailing an appeal to all alumnae husbands before the end of 1948 and by inviting about forty out-of-town husbands to take over area chairmanships.

Mr. Newton, father of Jane Anne Newton Marquess '46 and of Reese Newton, who as a senior this year holds the presidency of her class for the



At the speakers' table: George Winship, chairman of the Board of Trustees of the College; Madeline Dunseith Alston ex-'28, wife of the vice-president; Toastmaster Walter Posey; President McCain.

fourth time, dispatched the first general husband appeal in the middle of December—just as The Quarterly went to the printer, so that a report on the response must come later.

Class Reunions, 1949

Fourteen instead of the usual thirteen classes probably will hold reunions at Agnes Scott next June 4.

Scheduled to come back are alumnae of 1906, 1907, 1908, 1909; 1925, 1926, 1927, 1928; 1944, 1945, 1946, 1947, and 1948. Some of the Class of 1924, which had its official reunion last year, are writing their fellow members suggesting a bigger and better one this year in celebration of their twenty-fifth anniversary.

ALUMNAE WEEKEND BRINGS 100 BACK FOR CLASSES, TALKS

The first alumnae Weekend since the war, held on the campus November 19 and 20, drew more than 100 alumnae back to Agnes Scott to sit in on classes, hear reports on the state of the College, lunch together, and expose their children to mutual admiration.

Two special events focused interest on current education: a talk on high school preparation for the liberal arts college by Ruth Slack Smith '12, and a review of James Bryant Conant's *Education in a Divided World* by Dr. Catherine Sims of the History Department. In a spirited general discussion after Mrs. Smith's address, which she delivered from her experience and standing as dean of undergraduate instruction at the Woman's College of Duke University, alumnae expressed themselves strongly in favor of more substantial high school preparation with less peripheral material. Incidentally, those at the meeting stood firmly for the continuance of the pure liberal arts tradition at Agnes Scott. One young housewife and mother neatly summed up the several comments thus:

"Faced with the choice between European Classics and cooking, I might have been stupid enough to take cooking. I am glad I was not given that choice . . . There is a need and a demand for a college of high academic standing in this part of the country. Please let Agnes Scott go on being that college!"

Practically all groups concerned directly with education were represented at the meeting and were heard: mothers of children from pre-school to college age, public school teachers, at least one private school teacher, and several college teachers. One of the last alumnae, a member of the Agnes Scott faculty, described the discussion later as "the most exciting and heartening thing I've heard in a long time."

A free-lance journalist, not an alumna, had asked

permission to attend the meeting and took notes which resulted in the appearance of an article called "Too Many Educational Fads?", by Associate Editor Doris Lockerman of The Atlanta Constitution.

"The position that secondary education should prepare boys and girls to think, and give them a basis of history and culture against which to balance their judgment, is being discussed more and more in educational circles," Mrs. Lockerman observed after reviewing Mrs. Smith's talk. "As the pendulum has swung abruptly to include preparations for practical living, there are forces pulling it back to the days when Latin was required . . ."

Besides Mrs. Smith and Dr. Sims, alumnae heard President McCain; their own President Betty Lou Houck Smith '35—who threw them and the student body into the aisles of Gaines Chapel with her statistics on how many diapers she had changed, noses she had blown, drops of cod liver oil she had administered, and baths she had given since the first of her five children was born; Vice-President Wallace Alston; Professor George Hayes; and the College Choir. They saw Blackfriars do a rollicking good job in *Our Hearts Were Young and Gay*, and they and their children watched German puppet films at a party which ended the Weekend. They socialized with each other at two luncheons and with the faculty at a coffee following Dr. Sims review, and they went away—so Weekend Chairman Jean Bailey Owen '39 hoped—having recaptured the flavor of academic life and seen their friends again in the atmosphere where memory had always held them.

The months of planning and working for the Weekend were the contribution of Mrs. Owen and her committee: Lucile Alexander '11, Nelle Chamlee Howard '34, and Elizabeth Winn Wilson '34. Hayden Sanford Sams '39 and Douglas Lyle Rowlett '39 stepped in to take charge of social

entertainment and the children's party, respectively.

On campus for Alumnae Weekend to represent Institute classes were Annie Wiley Preston, Caroline Haygood Harris, Lula Kingsberry Wilson, Clare Harden Barber, Mary McPherson Alston, and Roba Goss Ansley.

Susie Johnson represented the Academy; Lizzabel Saxon, the Class of 1908; Jennie Anderson and Lucy Johnson Ozmer, the Class of 1910.

From the Class of 1911 were Gussie O'Neal Johnson, Florinne Brown Arnold, Theodosia Willingham, and Lucile Alexander. Members of the Class of 1912 who were at the College are Fannie G. Mayson Donaldson, Ruth Slack Smith, Julia Pratt Smith Slack, Cornelia Cooper and Martha Hall Young.

Emma Pope Moss Dieckmann '13, Linda Miller Summer '14, Martha Rogers Noble '14, Maryellen Harvey Newton '16, Isabel Dew '17, Eva Maie Willingham Park '18, Llewellyn Wilburn '19, and Thelma Brown Aiken '21 were on hand for the Weekend.

Representing the Class of '22 were Laurie Belle Stubbs Johns, Ruth Hall Bryant, Jeannette Archer Neal, and Elizabeth Nichols Lowndes. Joyce Alexander Rhyne and Carolyn Langford Plunket of the Class of '23 were back. Dick Scandrett and Frances Gilliland Stukes of the Class of '24 and Mary Ben Wright Erwin '25 were present.



Mrs. Wallace Alston (Madelaine Dunseith ex-'28) at the Alumnae Weekend faculty coffee with Martha Rogers Noble '14, Dr. Catherine Sims of the Department of History and Political Science, and Linda Miller Summer '14.

From the Class of '26 were Ellen Fain Bowen, Catherine Mock Hodgkin, Polly Perkins Ferry, Peggy Whittemore Flowers, Mary Elizabeth Gregory, Edythe Coleman Paris, Louise Bennett, and Sarah Quinn Slaughter.

From the Class of '27 were Kenneth Maner Powell, Mary Weems Rogers, and Willie May Coleman Duncan.

Mary Sayward Rogers, Madelaine Dunseith Alston, Louise Girardeau Cook, Alice Louise Hunter Rasnake, Frances Craighead Dwyer, and Dorothy Harper Nix talked over old times of the Class of '28. From '29 were Julia Wayne Poss, Mary Warren Read, Hazel Hood, and Sarah Mae Rikard.

Katherine Crawford Adams, Frances Brown Mil-ton, Lillian Dale Thomas, and Crystal Hope Well-born Gregg represented the Class of '30. From '31 were Marion Fielder Martin and Martha Tower Dance.

Alumnae of '32 back were Penelope Brown Barnett, Mary Sutton Miller Brown, Flora Riley Bynum, Grace Fincher Trimble, Catherine Baker Matthews, Elizabeth Hughes, and Mildred Hall Cornwell.

Kitty Woltz Green and Polly Jones Jackson of the Class of '33 were present. Nelle Chamlee Howard, Frances Adair, Elizabeth Winn Wilson, and Bella Wilson registered for 1934.

Betty Lou Houck Smith, Fidesah Edwards Ingram, Mary Lillian Deason, Elizabeth Alexander Higgins, Vella Marie Behm Cowan, and Mary Virginia Allen were present for '35.

Representing the Class of 1937 were Ann Cox Williams, Sarah Johnson Linney, Frances Steele Gordy, Molly Jones Monroe, Helen DuPree Park, and Laura Steele.

From the Class of '38 were Eliza King Paschall, Jean Chalmers Smith, Eleanor Whitson Lassetter, and Mary Elizabeth Galloway Blount. From '39 were Mary Allen Redding, Jean Bailey Owen, Elizabeth Furlow Brown, Julia Sewell Carter, and Rachel Campbell Gibson.

Registering with the Class of '40 were Lillie Belle Drake, Eleanor Hutchens, Kathleen Jones Durden, Mary Reins Burge, Elizabeth Alderman Vinson, Mary Caroline Lee Mackay, Eloise Weeks Gibson, Ernestine Cass McGee, and Nell Moss Roberts.

Gene Slack Morse represented the Class of '41. Present from the Class of '42 were Betty Med-



Ruth Slack Smith '12 and Julia Pratt Smith Slack '12 have a family chat at the faculty-alumnae office.

ock, Anne Chambless Bateman, Lois Ions Nichols, Mary Kirkpatrick Reed, and Betty Robertson

vents At The College his Month And Next

February 1: RICHARD PETER McKEON, Distinguished Service Professor of Greek and philosophy at the University of Chicago and former dean of the Division of Humanities. Presented by the Department of Philosophy through courtesy of the University Center in Georgia. Maclean Auditorium, Presser Hall, 8:30 p.m. No charge.

February 12: AGNES SCOTT COLLEGE DANCE GROUP presentation, Gaines Chapel, Presser Hall, 8:30 p.m. Admission 60 cents.

February 14-17: RELIGIOUS EMPHASIS WEEK. Donald Miller, professor of New Testament, Union Theological Seminary, Richmond, Va. for the third successive year. Gaines Chapel, Presser Hall, 10:00 a.m.

February 27: HANDEL'S MESSIAH. Presented by the Agnes Scott College Glee Club and Chorus. Gaines Chapel, Presser Hall, 3:30 p.m. No charge.

March 19: ANCIENT MAYA, an exhibit presented through April 2 by the Department of Art. Room 321, Buttrick Hall, 9:00 a.m. to 6:00 p.m. except Sunday. No charge.

Shear.

From the Class of 1943 were Dorothy Holloran Addison, Mary Anne Atkins Paschal, and Alice Clements Shinall. From '44 were Ann Katherine Sullivan Huffmaster, Mary Elizabeth Walker Blount, and Katheryn Thompson Mangum. From 1945 were Mary Neely Norris King, Jean Newton McCord, Martha Jean Gower Woolsey, Emily Higgins Bradley, and Molly Milam.

Representing the Class of '46 were Emily Ann Bradford Batts, Jane Bowman, Marjorie Naab Bolen, Jane Anne Newton Marquess, Betty Weinschenck, Ruth Ryner Lay, Bettye Lee Phelps Douglas, Sally Sue Stephenson, Anne Register, and Vickie Alexander.

Virginia Dickson, Betty Routsos, Doris Riddick, Dorothy Galloway, Carroll Taylor, Betty Jean Radford, and Jane Meadows Oliver were present for the Class of '47.

From the Class of 1948 were Sheely Little Schenk and Roberta MacLagan Wingard.

March 30: SIRARPIE DER NERSESSIAN, professor of Byzantine Art and Archaeology, Dumbarton Oaks, Washington, and former head of the Art Department of Wellesley College. Presented by the Atlanta Society of the Archaeological Institute of America. Maclean Auditorium, Presser Hall, 8:00 p.m. No charge.

The President's Voice

Alumnae in 31 cities who would like to hear the voice of their president, Betty Lou Houck Smith '35, may do so by calling the local Time of Day service. Her excellent speech has made her the choice of the service to record its announcements in Asheville, N. C., Augusta, Ga., Beaumont, Texas, Charleston, S. C., Charleston, W. Va., Chicago, Ill., Columbia, S. C., Des Moines, Iowa, Fort Worth, Texas, Galveston, Texas, Greensboro, N. C., Greenville, S. C., Indianapolis, Ind., Madison, Wis., Memphis, Tenn., Miami, Fla., Mobile, Ala., Montgomery, Ala., Nashville, Tenn., New York, N. Y., Norfolk, Va., Orlando, Fla., Racine, Wis., Raleigh, N. C., St. Joseph, Mo., San Antonio, Texas, San Francisco, Calif., Savannah, Ga., South Bend, Ind., Topeka, Kans., and Washington, D. C.

Agnes Scott Clubs Meet Dr. Alston; Founder's Day Plans Initiated

Alumnae clubs and unorganized groups in seventeen cities outside of the Atlanta area met in the last four months of 1948 with Dr. Wallace M. Alston, vice-president of the College, who will succeed Dr. McCain as president by 1951. Dr. Alston also spoke at meetings of the three Atlanta and Decatur clubs, and Dean Carrie Scandrett '24 went to Columbia, S. C., as guest of the club there. Alumnae President Betty Lou Houck Smith '35 had tea with a small group in New York.

One alumna in each city, on the request of the Alumnae Office, arranged for the meeting with Dr. Alston, not a single one declining to undertake the responsibility. The gatherings were reported as successful without exception, usually having lasted several hours as planned entertainment gave way to informal conversation. Back at the College, Dr. Alston said that the sessions had given him invaluable insight into the nature of Agnes Scott and its needs. He looked forward to still more enlightenment: visits were scheduled for him early in 1949 to New York, Mobile, New Orleans, Baton Rouge, Houston, Austin, Boston, Washington, Philadelphia, Baltimore, Charleston, W. Va., and Macon. After the middle of March, he will begin teaching philosophy at the College.

Decatur-Atlanta

The Atlanta, Decatur, and Atlanta Junior clubs met monthly, for the most part centering their programs around the College itself. Dr. McCain and Dr. Alston spoke to all three. The Atlanta club, offering its members a mixture of Agnes Scott news and current world affairs, at its November session presented students from the three fine arts departments at the College. Voice students sang, two members of Blackfriars gave a one-act comedy, and three art students traced the practical work of their department from the first drawing in beginners' class to a finished oil painting, illustrating with actual examples of the work as they talked. Prospective students are invited to all Atlanta Club meetings, which are held on the third Tuesday of the month.

Before the national elections, a Pi Alpha Phi debate trio entertained the Atlanta Junior and

Decatur clubs with arguments for three of the contending parties.

The Atlanta Junior Club, meeting at 8 p.m. on the second Tuesday in the Alumnae House, and made up of alumnae in Greater Atlanta who attended Agnes Scott in the Class of 1940 or later, was planning intensive work after January 1 to secure 100 per cent contribution to the College Campaign from its potential members. By mid-December, twenty members of the club had given or pledged a total of \$1,400. Many were working on individual money-making projects suggested and organized by the club: knitting, the sale of Christmas cards, baby-sitting, typing, and other spare-time pursuits.

The Decatur Club meets on the fourth Monday afternoon in the Alumnae House.

As 1948 ended, the Alumnae Office was preparing material to aid clubs and unorganized groups in holding Founder's Day meetings on February 22.

Anniston

At the Anniston meeting Sept. 18 were Mary Evelyn Arnold Barker '24, Iona Cater '34, Addie McCaa Butler '19, Mary Adelaide Robinson Roberts, Inst., Nellie Tyler Bennett '42, Rosa White Harn '29, Miriam Boyd Fisher '30, and Julia Harvard Warnock '44.

Montgomery

Among those attending the alumnae meeting in Montgomery, Alabama, on September 23, were Mickey Jones Ingalls '43, Margaret Booth, Inst., Elizabeth Little Letton '33, Olive Weeks Collins '32, Mildred Duncan '31, Elizabeth Moore Ellis '41, Elmore Bellingrath Bartlett '31, Emma Legg Jones Smith '18, Claude Martin Lee '17, Frances Espy Cooper '35.

Richmond

Those attending the alumnae breakfast at the Training School in Richmond, Va., in October were Rachel Henderlite '28, Margie Wakefield '27, Maryanna Hollandsworth '48, Mary Stuart Hatch '48, Susan Neville '48, Mary Ann Craig '47, Vir-

Virginia Barksdale '47, Sarah Walker '46, Stratton Lee '46.

Alumnae attending the luncheon in Richmond, Va., on Oct. 9, were Page Ackerman '33, Carrie Lena McMullen Bright '34, Dean McKoin Bushong '36, Barton Jackson Cathey '37, Florence Graham '40, Marjorie Lowe Haley '23, Mary Junkin '28, Rachel Henderlite '28, Louise Gardner Malory '46, Sallie Peake '30, Nannie Campbell Roache '23, Margie Wakefield, Mardie Hopper Brown '43, Minnie Hamilton Mallinson '48, Helga Stixrud '46, Stratton Lee '46, Sarah Walker '46, Mary Stuart Hatch '48, Marianna Hollandsworth '48, Elizabeth Julia Chapman Pirkle '26, Glassell Beale Smalley '47.

Charlotte

Alumnae who attended the meeting in Charlotte, N. C., on Oct. 5 were Frances Medlin Walker '30, Elizabeth Sutton Gray '32, Rebecca Whaley Rountree '20, Jane Bailey Hall Hefner '30, Gene Caldwell Dellinger '38, Ora Glenn Rogers '16, Jackie Burns Bain '45, Mattie Winn Wright, Inst., Alice Cowles Barringer, Inst., Virginia McCurdy Harris '36, Mary K. Jones Campbell, Inst., Sara Sloan Shoemaker '39, Mary Boyd Jones '33, Belle Stowe Abernethy '30, Mabel Stowe Query '43, Margaret Ladd May '25, Mary Brock Mallard Reynolds '19, Mary Rountree '45, Ailsie Cross '17, Marion Barr Hanner '45, Eloise Gaines Wilburn '28, Lula Campbell Ivey '22, Lucy Timmerman '23, Louisa Duls '26, Anne Kyle McLaughlin '17, Mary Louise McGuire Plonk, '16, Sue Ethel Rae Rone '19, Clyde McDaniel Jackson '10, Shirley Gately Ibach '43, Mary Margaret Stowe Hunter '36, Anne Gilleyen Quarles, Inst., Carrie Latimer Duvall '36, Margaret Ogden Stewart '30, Alice Caldwell Davidson '48, Romola Davis Hardy '20, Olive Spencer Jones '29, Frances Miller Felts '36, Mabel Ardrey Stewart, Inst., Sarah Till Davis '22, Maria Rose '25, Dorothy Bradley '34, Virginia Alexander Gaines, Inst., Mary Jones Campbell, Inst. Thelma Albright, former faculty member, also was present.

Winston-Salem

Among those attending the alumnae luncheon on Oct. 6, in Winston-Salem, N. C., were Sarah Boals Spinks '07, Ruth Anderson O'Neal '18, Meriel Bull Mitchell '36, Jeannette Archer Neal '22, Elizabeth Norfleit Miller '27, Diana Dyer '32, Charlotte Hunter '29, Lillian May McAlpine But-

ner '24, Marjorie McAlpine Moore '19, Cleo McLaurine Baldrige '27, Caroline Gray Truslow '41, Anne Hoyt Jolley '46, Carolyn Nash Hathaway '30, and Miss Marion Blair, former faculty member.

Tampa

Present at the meeting with Dr. Alston in Tampa Oct. 12 were Ethlyn Coggin Miller '44, Julia Moseley Rich '40, Helen Ford Lake '36, Esther Byrnes Higginbotham '39, Nell Frye Johnston '16, Elise Tilghman '44, Grace Anderson Cooper '40, Mattie Henderson Harris, Inst., Frances West '15, Nellie Blackburn Airth, Inst., Laurie Caldwell Tucker '17, Edna Runnette Chubbuck, Inst., and Mary Louise Robinson Black '33.

Orlando

The thirteen alumnae who were present at the alumnae luncheon in Orlando, Fla. on Oct. 13, were Lucile Smith Bishop '21, Elizabeth Ruprecht Boyd '41, Jeanne Lee Butt '42, Joyce Roper McKey '38, Grace Barger Rambo '24, Edith Lovejoy Wilson, Inst., Mary Jarman Nelson '25, Mary Virginia Brown Cappleman '40, Mary Hyer Dale '15, Anne Stine Hughes '47, Eleanor Frances Hopkins Griffin '27, Imogene Allen Booth '23, Katherine Leary Holland '30.

Jacksonville

Alumnae present at the luncheon in Jacksonville, Fla., on Oct. 15, at the Yacht Club were Sarah Joyce Cunningham Carpenter '39, Montene Melson Mason '45, Mary Dean Lott Lee '42, Ruth Allgood Camp '41, Tommy Ruth Blackmon Waldo '38, Frances Norman Young '38, Gertrude Briesenick Ross '15, Ann Gellerstedt Turlington '42, Mary Trammell '30, Sallie Broome Clark, Inst., Margaret Wood Watson '25, Helen Merrill Slapey, Acad., Jacqueline Rolston Shires '25.

Tallahassee

Meeting for the luncheon in Tallahassee, Fla., on Oct. 16, were Margaret Yancey '48, Helen Etheredge Griffin '33, Ermine Malone Owenby '28, Margaret Powell Flowers '44, Anne Eidson '47, Mildred Hooten Keen '33, Mamie J. Bierly, Inst., Olive Hardwick Cross '18, Hazel Solomon Beazley '40, Laura Haygood Roberts, Inst., Emma Hargrove Chastain '19, Katherine Phillips Long '44, Emily Rowe '36, Celetta Powell Jones '46, Sara May Love '34, Elizabeth Lynn '27, Frances Sledd Blake '19.

Greensboro

Those attending the alumnae luncheon in Greensboro, N. C., on Nov. 15 were Lela Boyles Smith '32, Frances W. Good '30, Lila Peck Walker '42, Polly Frink Bunnell '42, Virginia Williams Goodwin '36, Mildred Harris '21, Barbara Frink Hatch '45, Cora Strong, Inst., Anne Frierson Smoak '43, Jean McAlister '21, Vera Pruet LeCraw '35.

Durham

At the Durham meeting Nov. 16 Dr. Alston met Florence Brinkley '14, Frances Brown '28, Elizabeth Bolton '33, Ella Lambeth Rankin, Spec., Alene Ramage '26, Mary Whitaker Flowers, Acad., Ruth Slack Smith '12, and Florrie Guy Funk '41.

Chapel Hill

Alumnae present at the meeting in Chapel Hill, N. C., on Nov. 18 were Porter Cowles Pickell '33, Rita Adams '49, Gay Currie '42, Kathryn Hill Whitfield '44, Sarah Watson Emery '33, Ann Hatgood Martin '47, Bettye M. Smith '46, Shirley Graves Cochrane '46, Lila Williams Rose '10, Rosemary May Kent '33, Elizabeth Enloe McCarthy '21, Anne Rogers '47, and Susan Rose Saunders '26.

Tuscumbia

The fifteen alumnae who attended the luncheon at Tuscumbia, Alabama, on Nov. 29 were Katie Frank Gilchrist '24, Mary Lynes Martin '26, Martha Nathan Drisdale '19, Helen Hendricks Martin '30, Mary Green Morrow '21, Enid Middleton Howard '37, Mary Hollingsworth Hatfield '39, Hazel Rogers Marks, Martha Roberts McBurney '42, Irene Foscoe Patton '07, Mary Wilson Underwood '21, Joy Trump Hamlet '22, Ruby Lee Estes Ware '18, Carolyn Payne Brugh '30, and Mary Wallace Kirk '11.

Memphis

At the Memphis alumnae tea to meet Dr. Alston Dec. 1 were Blanche Herring Wilbur '22, Eva Williams Jemison '46, Mary Catherine Vinsant Grymes '46, Helen Armitage Allen '46, Margaret Rowe Jones '19, Rose Harwood Taylor '18, Eleanor Castles Osten '31, Mary Shewmaker '28, Julia Jameson '22, Melville Jameson '21, Anna Leigh McCorkle '18, and Alice M. Virden '23.

Nashville

In Nashville for the meeting with Dr. Alston Dec. 3 were Oliver Graves Bowen '28, Mallie White Regen '34, Cornelia Stuckey Walker '42, Lavalette

Sloan Tucker '13, Anna Marie Landress Cate '21, India Jones Mizell '21, Evelyn Josephs Phifer '29, Elizabeth Moore Weaver '36, Florence Ellis Gifford '41, June Thomason Lindgren '47, Mary Frances Hale Jackson '19, Shannon Preston Cumming '30, Eudora Campbell Haynie, Acad., Ella Smith Hayes '25, Mary Cunningham Cayce '28, and Nell Tarpley Miller '35.

Chattanooga

The Chattanooga Club, in addition to a joint dinner meeting with Emory University alumni in honor of Dr. Alston, held a tea November 3 for prospective students. A Chattanooga student at Agnes Scott spoke at the meeting and answered questions put to her by the high school guests. The club displayed Agnes Scott material, obtained from the Registrar's Office.

Alumnae who met Dr. Alston in Chattanooga Dec. 4 are Kathrine Pitman Brown '26, Harriet Stimson Davis '40, Mary Henderson Hill '36, Georgia Haunt '40, Fidesah Edwards Ingram '35, Fannie B. Harris Jones '37, Anne McCallie '31, Margaret McCallie '09, Frances Thatcher Moses '17, Molly Jones Monroe '37, Dora Porter Prosterman '31, Martie Buffalow Rust '42, Alice Sharp Strang Inst., Louise Ware Venable '31, Helen Brown Webb '14, and Margaret Winslett '20.

If you can still shudder at the thought of a pop quiz, if you remember Agnes Scott, White House, the Infirmary, or if you can still read, you're eligible for a subscription to THE AGNES SCOTT NEWS.

Last quarter you missed Cornelia Otis Skinner's monologues in review, weekly reports of the Campus Campaign Drive, Vincent Sheean's lecture, and pictures of all—from Black Cat to the Christmas Carol Choir, including the faculty in their Indian war paint.

Next quarter, obviously, you'll miss much more. Cut out the coupon immediately and send it with your money to:

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FACULTY and STAFF

DR. WALLACE M. ALSTON, vice-president and professor of philosophy, besides the visits to alumnae clubs and groups recounted elsewhere in *The Quarterly*, attended meetings of the Southern Association of Colleges and Secondary Schools, in Memphis, and the Association of American Colleges, in New York. He planned to serve from Jan. 31 to Feb. 4 as the 1949 Seminary Lecturer at Austin Presbyterian Theological Seminary, Austin, Texas.

DR. ELIZABETH BARINEAU, assistant professor of French, received the Ph.D. at the University of Chicago last summer, her thesis a critical edition of *Les Orientales* of Victor Hugo. She attended the meeting of the South Atlantic Modern Language Association at Florida State University, Tallahassee, in November.

DR. WILLIAM A. CALDER, professor of physics and astronomy, spoke, to the Barnard Astronomical Society of Nashville in December.

DR. S. A. CARTLEDGE, visiting professor in Bible, attended a seminar on textual criticism at the University of Chicago in October. He stayed with Annette Carter Colwell '27 and President Colwell.

DR. EMILY S. DEXTER, associate professor of philosophy and education, delivered at the meeting of the Georgia Psychological Association in November a paper which has been accepted for publication in the *Journal of Social Psychology*. She was quoted last fall in the national *Albert E. Wiggam* psychology column as the authority on the question, Should college students try to secure roommates of their own mental ability? Her answer: The smart should, the dull should not.

EUGENIE DOZIER, instructor in physical education, arranged the educational program for the convention of the American Society of Teachers of Dancing last August in New York. She was reelected chairman of the educational committee.

DR. FLORENE J. DUNSTAN, assistant professor of Spanish, was a speaker at the centennial celebration of Bessie Tift College in October.

DR. HENRY CHANDLEE FORMAN's new book, *The Architecture of the Old South* (Harvard University Press), has been reviewed as "a brilliant and

sweeping investigation of old European styles as they were first copied and then adapted to colonial America . . . a handsome, instructive and fascinating volume." Professor Forman, who is head of the art department, illustrated it himself.

DR. W. J. FRIERSON, professor of chemistry, attended the meeting of the American Chemical Society in St. Louis early last September.

DR. PAUL L. GARBER, professor of Bible, delivered lectures at the annual meeting of the National Association of Biblical Instructors in New York and at All Saints Episcopal Church in Atlanta. Book reviews written by him have appeared in *Interpretation* and *The Presbyterian Outlook*; he has been busy preparing for the annual conference of Georgia Presbyterian students in February, and he has carried on manifold activities related to class and student advisory work. His kindness in giving up a Saturday afternoon to operate the College motion picture projector enabled the Alumnae Weekend committee to include German puppet movies on its children's party program.

Librarian EDNA HANLEY and Assistant PHYLLIS DOWNING attended the Southeastern Library Association meeting in October. Miss Hanley reviewed *Library Buildings for Library Service* in the Nov. 1 *Library Journal*.

BETTY HAYES, Tea Room Manager, has announced her engagement to Paul Harwell, of Decatur and Waynesboro, the wedding to be early in the spring. She will leave her position at the Tea Room in February.

DR. EMMA MAY LANEY, associate professor of English, says the notice of her last summer's visit to New York, appearing in the *Spring Quarterly*, brought her many pleasant contacts with alumnae. Among these was tea with Martha Elliott Elliott '34 in her New York apartment. Miss Laney spent Christmas at her brother's home in Florida.

DR. ELLEN DOUGLASS LYBURN, associate professor of English, will have an article, "Recurrent Words in *The Prelude*," the result of her last summer's work, in the *Journal of English Literary History*. She attended the SAMLA meeting in Tallahassee. *Social Forces* published "A Note on the Conditioning Influences of Regional Culture" by her in December.

PRESIDENT J. R. MCCAIN and Dr. Alston were in New York early in January, for the Association of American Colleges meeting, and met with the

Alumnae Club there. Dr. McCain introduced the new vice-president to the officers of the General Education Board and the Carnegie Corporation and other leaders in education.

DR. MILDRED R. MELL, professor of economics and sociology, was on a panel discussing "Economic Stability and the Government Budget" for the League of Women Voters regional conference in Atlanta November 30. She has been elected a member of the board of the Community Planning Council of Fulton and DeKalb counties.

DR. MARGARET PHYTHIAN, professor of French, has instituted a French table in the College dining room. Conducted by Mlle. Berthe Landru, of Paris, who is staying at the Alumnae House and assisting with the Tea Room, the table brings together students who wish to improve their conversational French. Only once has a word of English intruded, by mistake, and even Wesley, who serves the table, is fluent with his *merci* and *il n'y a pas de quoi*. Students have fixed a fine for themselves to penalize lapses into English.

DR. WALTER B. POSEY, professor of history and political science, read a paper, "The Slavery Question in the Presbyterian Church in the Old Southwest," at the Southern Historical Association meeting in November at Jackson, Miss.

DR. HENRY A. ROBINSON, professor of mathematics, who has been secretary-treasurer for the Southeastern section of the Mathematical Association of America for 17 years, attended its meeting and that of the American Mathematical Association in Madison, Wis., in September and spoke to the regional secretaries. In December he attended the economic mobilization course of the Industrial College of the Armed Forces.

DEAN CARRIE SCANDRETT plans a trip to Europe next summer.

DR. CATHERINE SIMS, associate professor of history and political science, continues her well-attended monthly book reviews at Rich's. All three local alumnae clubs have scheduled talks by her, as have several study groups in Atlanta. She will speak at the meeting of Alpha Kappa Gamma, a teachers' organization, in February on current problems.

DR. ANNA GREENE SMITH, associate professor of economics and sociology, had an article, "How to Study the South," in the September issue of The Southern Packet. According to the editor's note,

Founder's Day Broadcast
Tuesday, February 22
6:45-7:00 P. M., EST
On WBS (750 on the dial)

the article is drawn from "knowledge gained for her forthcoming book, *Fifty Years of Southern Writing*."

J. C. TART, business manager-treasurer, went hunting near Savannah in the Christmas holidays.

DR. MARGRET G. TROTTER, assistant professor of English, attended the South Atlantic Modern Language Association meeting in Tallahassee November 26 and 27.

LEWELLYN WILBURN, associate professor of physical education, attended the meeting of the executive board of the National Section on Women's Athletics in New York at the end of December. She will have charge of the Southern district of the National Section on Women's Athletics at the meeting of the American Association for Health Physical Education and Recreation in Asheville, N. C., February 23-25. She has a new address in Decatur: 115 Adams Street.

ROBERTA WINTER, instructor in speech and director of Blackfriars, used plays presented last fall by The Stage, a stock company, as weekly laboratory work for her class in play production. The class attended each Wednesday matinee, went backstage for interviews with actors, stage manager and director, and studied the production of each play. Some of the personnel of The Stage, in turn, came to Agnes Scott and offered suggestions to students at workshop sessions.

The Linguistic Society of America has published DR. ELIZABETH ZENN's dissertation, *The Neute Plural in Latin Lyric Verse*. She is assistant professor of classical languages and literatures.

DR. ALMA SYDENSTRICKER, professor of Bible emeritus, is in Batesville, Ark., where her address is 928 East Boswell Street. In a letter to Miss Laney on the occasion of the successful campus fund campaign, she wrote: "How I wish I might have shared the enthusiasm of the event! However just when I was planning to go to Decatur a group of women from the *other churches* asked me to open a Bible class—to meet once a week when they could attend. I agreed to do this. To my surprise our S. S. room is *full* and others are asking to enter. Last Sunday the Men's Bible Class of the

Methodist church asked me to teach them. After class they requested me to open an evening class for men during the week. Of course I couldn't say 'No,' for I am glad to continue usefulness as long as possible . . ."

Fifteen new appointments and seven promotions were announced for the faculty and staff last fall by President McCain as the College prepared to open for its sixtieth session.

Dr. Wallace M. Alston, whose election as vice-president and professor of philosophy was announced in May, assumed his new duties in September and spoke at the opening exercises.

Dr. Anna Greene Smith joined the faculty as associate professor of economics and sociology, coming to Agnes Scott from Meredith College in Raleigh, N. C. Dr. Smith is a graduate of Cumberland University, received the M.A. degree from George Peabody College for Teachers, and took the Ph.D. at the University of North Carolina.

Advanced to the rank of professor of French from that of associate professor was Dr. Margaret Taylor Phythian '16, who succeeded Lucile Alexander '11 as head of the department on Professor Alexander's retirement. Dr. Elizabeth Barineau, of the French Department, and Dr. Elizabeth Kenn, of the Department of Classical Languages and Literatures, both formerly instructors, were named assistant professors.

Elizabeth Plummer Carter, a graduate of Baylor University, was appointed instructor in English and assistant to the dean of students. Charlotte Hunter '29, former assistant dean of students and English instructor, left Agnes Scott at the end of the last session to become dean of students at Salem College, Winston-Salem, N. C.

Lillie Belle Drake '40 entered the Spanish Department as an instructor. She has done graduate work at Middlebury College, the University of Chicago, and the University of Mexico. Another alumna, Mary Virginia Allen '35, came from the faculties of the University of Richmond and St. Catherine's School to be an instructor in French and German. She holds the M.A. from Middlebury College and has studied at the University of Toulouse, France.

Dr. S. A. Cartledge and Dr. Felix B. Gear of Columbia Theological Seminary are visiting professors in the Bible Department, teaching courses formerly offered by Dr. D. J. Cumming, who

has returned to duties with the Presbyterian Foreign Missions Committee.

Laura Steele '37, formerly secretary to President McCain, was appointed assistant registrar, with Jane Bowman '46 joining the staff as secretary to Dr. McCain and Dr. Alston.

Given the rank of instructor were Betty Jean Radford '47, in the Biology Department, and Eloise Lyndon Rudy '45, in physics, both of whom were formerly assistants. Betty Bowman '44, formerly secretary to Dean Scandrett, was made assistant to the dean of students.

Additional appointments: Helena Williams, graduate of the Woman's College of the University of North Carolina and formerly of the physical education department of Chatham Hall, Chatham, Va., assistant in physical education; Lillian Newman, B.S. in L.S. from George Peabody College for Teachers, assistant in the Library; Marguerite Born Hornsby '47, bookstore manager; Joyce Fryer, graduate of Georgia Baptist Hospital, nurse; Anne Treadwell '48, assistant in the Chemistry Department; Susan Pope '48 and Sheely Little Shenk '48, assistants in the Library; Jennings Payne '48, secretary to the business manager-treasurer, J. C. Tart.

* * *

The office of the president announced at the beginning of the second quarter the addition of seven members to the faculty and staff.

Robert B. Platt, instructor in biology at Emory University, joins the Biology Department as instructor in botany. Mr. Platt assumes the teaching duties of H. T. Cox, former associate professor of biology, who left Agnes Scott to become head of the biology department of the Virginia Polytechnic Institute.

Another new faculty member is Mrs. Richard T. Morenus, instructor in English.

Dr. Chester Morse of Decatur, husband of Gene Slack '41, has replaced Dr. Eugenia Jones as college physician.

Mrs. Gerald R. Sutterfield, who received her education at St. Mary's preparatory school and Duke University, has joined the library staff. Her husband is serving his internship now at the Crawford Long hospital.

Jane Meadows Oliver '47 is an assistant to the dean of students.

Nellie Scott, another Agnes Scott graduate in the class of '47, has joined the alumnae office staff.

DEATHS

Institute

Kittie Burress Long's husband died June.

Ernest Samuel Moorer, husband of Emma Diver Moorer, who died two years ago, died in September.

Miriam Donaldson Scott died last February.

Bell Dunnington Sloan's husband died January.

Mary Bratton Holt McAloney died March 28.

May Lemon Smith died in November.

Mary Catherine Patterson Williams died last February.

1920

Harriett Beach Rudolph died recently

1930

Frances Messer's mother died last summer.

1933

Anne Hudmon Reed and Mary Hudson Simmons lost their father last August.

1942

Mary Jane Bonham Constantinoff's father died last spring.

1945

Liz McWhorter was killed in October when the Potomac River steamer which she was a passenger collided with an oil tanker in heavy fog off Old Point Comfort, Va. Liz was in Washington a month's training to do special work on the cost of living index for the U. S. Bureau of Labor Statistics.

1948

Mary Elizabeth Jackson's mother died December.

MEMORANDA

THE CAMPAIGN. Many of us can't give in one lump the substantial sums needed from us. Systematic saving, or the mailing of \$10 or so every few weeks, will ease this difficulty. But the effort simply cannot be successful by means of one-time small gifts. Let's keep the Campaign in our budgets and on our calendars for a gift the first of each month.

CLASS REUNIONS. The Classes of 1906-9, 1925-8, and 1944-8 are scheduled to meet on the campus Saturday, June 4. These thirteen classes may be joined by 1924, which is thinking of an extra reunion to celebrate its 25th anniversary. All active alumnae, whether of these classes or not, will be invited to the Trustees' Luncheon that day. Mark the first weekend in June on your calendar.

FOUNDER'S DAY. The annual broadcast will be Tuesday, Feb. 22, at 6:45 p.m. EST over WSB (750). If you live where there are more than 15 alumnae, someone in your city has been asked to arrange a meeting. You will be invited. If you live where there are fewer than 15 (see the Geographical Section of The Alumnae Register), why not get them together yourself? The Office will be glad to send you the same material it sends to the larger groups. Note to television set owners: there will be an Agnes Scott program on WSB-TV at 8 p.m. Wednesday, Feb. 23. Again, mark your calendar.

CLASS NEWS. We can't print it if we don't get it. Deadlines are Feb. 10 for the Spring issue, May 10 for the Summer, Sept. 10 for the Fall, Dec. 10 for the Winter. Mark your calendar at the 5th of these months and send in a penny postcard about yourself and other alumnae.

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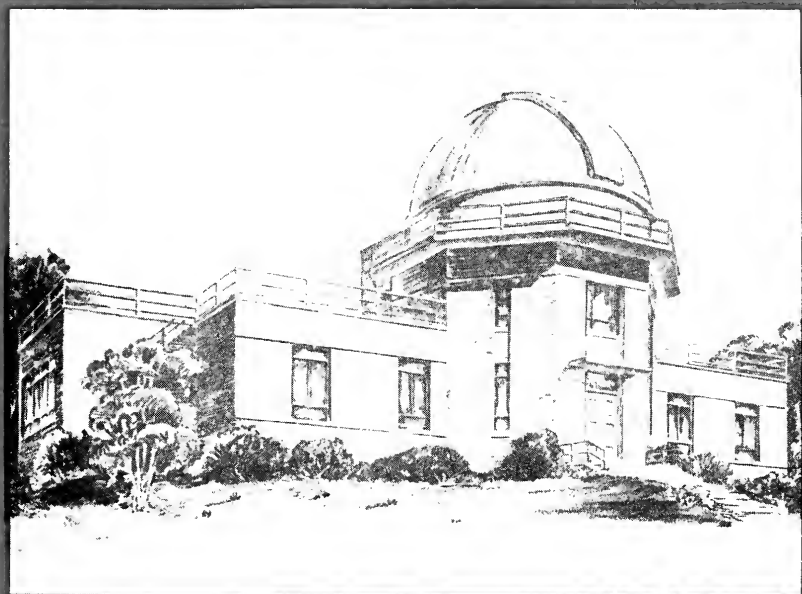
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THE

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Agnes Scott Alumnae Quarterly

SPRING, 1949



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Agnes Scott

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SPRING, 1949

Agnes Scott—Astronomy Center of the South.....	2
The Liability of the Privileged.....	3
<i>Wallace McPherson Alston</i>	
Alumna's Gift of \$100,000 Adds Momentum to Campaign	7
Alumnae Abroad	
Liberal Education and Interpreting Democracy.....	8
<i>Betty Jean O'Brien</i>	
Introducing Democracy to the Japanese.....	10
<i>Mary Jane King</i>	
At Home on the Permafrost.....	12
<i>Eugenia Bridges Trawicky</i>	
Germany—The Last Ten Years.....	14
<i>Ursula Mayer von Tessin</i>	
In England—Now	15
<i>Ruth Scandrett Hardy</i>	
From France to Egypt.....	17
<i>Jeannette Marchal-Herenger</i>	
Atmosphere Free and Favouring.....	18
<i>Marybeth Little</i>	
Agnes Scott Meeting Anticipated in Africa.....	20
<i>Charline Fleece Halverstadt</i>	
Rio de Janeiro—A Satisfying Home Town.....	21
<i>Charity Crocker</i>	
Alumnae Clubs.....	22
Class News.....	23

ELEANOR N. HUTCHENS '40, EDITOR

Agnes Scott —

Astronomy Center of the South

Agnes Scott's acquisition of what will be the best telescope used by any woman's college in the world was announced early in January, when final details of the purchase of a thirty-inch reflector were settled.

Celestial sights never before seen from Georgia will be visible from Agnes Scott when the telescope is mounted. Pluto and the moons of Uranus will be among these "discoveries" for Georgians—as a matter of fact, for Southeasterners; the telescope will be the largest south of Washington and east of Arizona. According to Professor W. A. Calder of the Physics and Astronomy Department, it will probably be the best used anywhere for instruction rather than research.

Professor Calder's work toward making Agnes Scott an astronomy center began with his formation last year of the Atlanta Astronomers' Club, an amateur group meeting on the campus and drawing large numbers of men, women and children from the Atlanta area as well as students and faculty members. Some members made their own telescopes, in the basement of Science Hall; others just relaxed and enjoyed the makeshift Calder Planetarium. Gradually the group's activities became recognized as a new interest in Atlanta, and on one Sunday both of the city's newspapers carried major stories about it.

With the arrival of the big telescope, Agnes Scott's position as astronomy center of the Southeast will be established. It is planned to share its use, of course, with visiting students and on special occasions with the general public.

The securing of the telescope, which ordinarily would have been out of financial range for the College, came as a result of Professor Calder's vigilance and his quickness in recognizing a bargain. When it went on sale, he promptly started in pursuit of it and, readily supported by President McCain, closed the transaction.

One item now remains to make Agnes Scott's regional leadership in the field effective: an observatory to house the telescope. The College is hoping someone will give the necessary \$65,000 to

build one in the present campaign.

Whoever should be the donor would be getting perhaps the very best buy available in the way of memorials: for only \$65,000, the outstanding observatory of the southeastern United States! Its name will be familiar in this country and at least known to astronomers everywhere; thus its builder will perpetuate his own name, or that of the person memorialized, with an effectiveness hardly possible with \$65,000 used in any other way. Furthermore—and most givers think primarily of the good to be done by their gifts—the addition to the education facilities of the South will be far more notable than a gift of \$65,000 could ordinarily be expected to effect.



The new telescope. This picture was taken before its purchase by Agnes Scott.

This was the Investiture sermon delivered to the Class of 1949 by the next president of Agnes Scott. The Quarterly asked permission to print it as an article of especial interest to alumnae.

The Liability of the Privileged

by Wallace McPherson Alston

Vice-President and Professor of Philosophy

Text: "Unto whomsoever much is given, of him shall be much required". Luke 12:48

The Investiture occasion is one of our most distinctive and meaningful traditions at Agnes Scott. The Investiture service marks the public assumption of status and the acceptance of responsibility by the members of our senior class. After witnessing my first capping ceremony at Agnes Scott College, I am convinced that the subject chosen for this sermon gathers up what I want to try to say to the members of our senior class, and to all who are worshipping in the chapel with us this morning. The subject of this Investiture message is "The Liability of the Privileged".

"Unto whomsoever much is given, of him shall be much required." These words reflect the human situation that probably caused Jesus more concern and brought Him more disappointment than any other, the unwillingness of privileged people to face the responsibilities that privilege requires of them. Moreover, the text states succinctly His clear conviction about the liability of the privileged. He was convinced that it is so, not because men may or may not want it to be so, or think it ought to be, but because the universe is a moral universe, and because God is a just and intelligent God. He is confronting us with the inextinguishable fact that the person whom God trusts is held accountable commensurately.

Let no false modesty or self-deception blind your eyes to the fact that all of you are privileged people. God has trusted many of you with good inheritance. Some of you can trace your family lines back through generations of men and women

who stood for something and who accomplished much. Your name and your family connections give you entree to a circle of choice friends and acquaintances. You enjoy the advantages that heredity confers upon the favored—and you as individuals have done absolutely nothing to deserve such treatment! Then, God has trusted some of you with the privileges that money makes possible. Perhaps few are regarded as wealthy, but most of you have had opportunities for travel, for self-cultivation, for associations that bring enrichment and pleasure, and for maintaining a standard of living denied to people all around you. Furthermore, God has blessed some of you with unusual physical, mental, social, and spiritual gifts. I say this not to flatter you, but that you may realize the obligation that such endowment entails. Then, the fact that you are seniors at Agnes Scott means that you are stewards of privilege. What does Investiture mean if not the public recognition of the fact that we look up to you here in this college community as those entrusted with status and leadership? You of our senior class have been thrust out ahead of us and have been invested with privilege and responsibility. Remember, "Unto whomsoever much is given, of him shall be much required". There is, indeed, a liability of the privileged, and nothing is more immediately important than a recognition and an assumption of this obligation by those who have been trusted.

It ought to be obvious that if we are going to make any headway whatever in recognizing and accepting the obligations that privilege imposes, we must resist certain tendencies peculiar to privi-

lege. These tendencies are subtle, and unless we fortify ourselves against them, we will awaken one day to discover that we have been swept along, unwillingly perhaps, but along none the less. I want to discuss three such tendencies against which we need to set ourselves resolutely.

I

For one thing, there is the tendency of privilege to lead us to a false evaluation of ourselves.

In his Epistle to the Romans, Paul tells his friends not to think of themselves more highly than they ought to think, and in the Galatian letter, he writes, "If a man think himself to be something, when he is nothing, he deceiveth himself." How easy it is for a person to think more highly of himself than he ought to think; indeed, to think himself to be something that he really is not at all, when he stands in a place of privilege! If an individual estimates himself on the basis of his money, his inheritance, his brilliance, his training, his popularity or the position that he occupies—you can be fairly certain that he will not get a true view of himself.

One of the things that distressed Jesus about the privileged folk of His day, the Pharisees, was just this: they took refuge in their privileges and were thereby prevented from accurate self-appraisal. They were protected from self-judgment by their position. Jesus said of them, "They . . . love the chief place at feasts, and the chief seats in the synagogues, and the salutations in the market places, and to be called of men, Rabbi". I am sure that Jesus would be equally disturbed about some of us who take refuge in privilege, whose self-appraisal is hindered by the frontage that our heredity, or natural endowment, or status affords.

This tendency of all forms of privilege to inflate our egotism would be more amusing if it were not so pathetic, and sometimes tragic, in its consequences. Pin a badge on some people and they are uncontrollable. Give them a little money, or elect them to the third vice-presidency of something or other, and Andrew H. Brown, of "Amos 'n Andy" fame, seems scarcely an extravagant caricature of their condition. Take away their emoluments—their degrees, their costumes, offices and insignia—and they drop from the perch they have assumed with a dull thud.

Do you remember how unforgettably James M.

Barrie pictured people who evaluate themselves in terms of their privileges, in his play "The Admirable Crichton"? In the London home of an English lord, we see a picture of social discriminations in which setting the characters of the play are seen artificially. Time passes, and we are permitted to witness a scene where this household is shipwrecked on a south sea island. There rank, discrimination, and privileged position have been swept away by the exigencies of the situation. Now the persons in the play have no artificial setting to which they can run. They are revealed in their true light. As the story discloses, it is no longer the proud lord who is the real man in the play, but the butler. The lord and his daughters are seen for what they are intrinsically, just mediocre people, petted and spoiled, who have gotten by because they stood behind their privileged position and put up a good show. It is the butler who manifests courage and ingenuity and who displays qualities of genuine character.

One observer at the Nuremberg trials made a remark that has impressed me. He wrote that he had rediscovered something elemental at Nuremberg about our human situation—that a man is just a *man* after all, that he is *what he is* when his position is taken away from him, when his medals and badges are stripped off. The prisoners at Nuremberg—ungroomed, misshapen, unattractive and uninteresting—obviously required brilliant uniforms, medals, attendants, and the glamorous atmosphere of position to make them seem important and formidable. It is *the person* who matters, not the trappings and adornments. Of course, this is true, and no one of us ought ever to forget it.

Take this matter to heart lest you one day become a victim of the tendency to hide your inadequacies and weaknesses behind external privilege. The most effective way to do this is to submit to the searching Presence of Jesus Christ, in whose fellowship no sham is tolerable. Take yourself in hand by allowing Him to take you in hand, revealing you to yourself and correcting your false appraisal of yourself, while at the same time showing you what possibilities of genuine worth there are in your hidden self.

II

Then, there is the tendency of privilege to shut us off from the need of people all around us.

Let us be honest about this matter. Like a great wall, tall and thick, our privileged position shelters and protects us from so much of the heartbreak and hurt of the masses of humanity that, unless we are careful, we will lose touch with the bleeding world that God has trusted us to succor.

In the village of Selbourne, England, the visitor is shown the row of trees which Gilbert White, minister and author, planted around the parsonage to shut out the view of the slaughter house. That row of trees is a symbol, a stark, dangerous symbol of the tendency of privilege to protect itself against suffering and woe out in a world of less fortunate men and women. Of Goethe it was said that "he kept well out of sight of stripped and wounded and half-dead men". Goethe found such things unpleasant and, able as he was to do so, he lived his life in sheltered places. So do most of us. Who among us really knows how less fortunate people live right here in greater Atlanta? Who knows about the neglected and underprivileged boys and girls here in this metropolitan area? Who really knows about the drunkenness, the broken homes, the crime, the dishonesty, and the exploitation right here in our midst?

I realize, of course, that you have come to Agnes Scott College for an education. I am aware how all-consuming such an enterprise must be. I appreciate the fact that, in a sense, you must be sheltered and protected in order to concentrate upon your studies. On the other hand, I think it important to emphasize the fact that we are not an isolated nunnery. We ought consciously to keep the channels open to the needs of people all around us. We ought to open the windows and doors of our lives to current issues, to contemporary problems, to an understanding of the foibles, heartaches, successes and failures of men and women. Any education that fails to bring people of privilege into the main stream of life is less than adequate.

The Pharisees whom Jesus denounced so scathingly were not reprobates. Far from it; they were the most rigidly decent and orthodox people of their day. They were not mean, cruel, or incapable of good. They were simply enclosed by the wall that privilege erects and were shut off from the masses of needy people thereby. They had lost the common touch. Sympathy had died out of their hearts. They never intended to do it. They did

not even know that it had happened.

While campaigning for Irish home rule, William E. Gladstone, a privileged man if ever there was one, said that the privileged people of England had been on the wrong side of every social issue for the preceding fifty years. That is a severe indictment that ought to give us pause. What was the matter with those privileged Englishmen? Were they malicious? I think not. Were they stupid? I venture to say that some of the most intelligent and competent leaders that England has produced were among those privileged people whom Gladstone indicted. Why were the privileged people of England on the wrong side of every social issue for fifty years in the nineteenth century? If Gladstone was right, I suggest that it was due to the tendency of privilege to form a wall around those who belong to her, shutting out the sights and the cries of human misery. It is one thing to read about needy humanity in books or to see human misfortune out of the corner of your eyes as you go on "slumming expeditions", so-called. It is quite another thing to face it, to feel it, to have its weight on your heart, to realize your complicity and your responsibility for it.

Baron Von Hugel, in one of the letters dealing with suffering in his *Selected Letters*, wrote, "Christianity taught us to care . . . Caring is the greatest thing; caring matters most". ~~Caring, said~~ Von Hugel, is the cure for fastidiousness, for smugness, for complacency. We Christians ought to learn to care for people, no matter how difficult, or demanding, or unappreciative, or repulsive these people appear.

It seems to me that people like ourselves ought to find something very personal and relevant in the experience of Moses. Moses, brought up in an Egyptian palace, splendidly educated, a privileged man if ever there was one, came to the time when he realized that his privilege meant liability. "And it came to pass in those days, when Moses was grown, that he went out unto his brethren, and looked on their burdens". (Exodus 2:11) Remember, too, that Jesus left Nazareth at the age of thirty and went out to look on the burdens of His people. For Him, the cross was the inevitable logic of the sense of obligation that privilege fastened upon His soul. "For their sakes, I sanctify myself", He prayed on the night before the crucifixion.

In life and in death, He was one with those for whom He had liability—the liability that privilege always imposes.

III

Furthermore, there is the tendency of privilege to let us off with only a fractional part of the contribution that we are capable of making.

One of the most subtle temptations that assail a gifted person is the temptation to get by with less than his best. He can win applause by giving of himself—his time, money, and ability—in limited measure, since what he contributes will overshadow the efforts of one-talent people. By comparing himself with others and by reminding himself that he is doing as much as or more than they, the privileged individual salves his conscience while he continues to put back into life only a fractional part of what he is capable of doing and far less than he takes out. There is something selfish and unworthy about a person who is willing to accept applause for that which costs him nothing.

In his *Inside U. S. A.*, John Gunther reminds us that America is run by its propertied class. Gunther does not quarrel particularly with this situation, but he does make the emphatic assertion that the failure of this privileged class is the greatest single impediment to unity, and the chief factor in our national life making for discontent. If only our competent, gifted, favored citizens understood that "unto whomsoever much is given, of him shall be much required!"

I am thinking of this tendency of privilege as it relates to you of this senior class. Some of you will be tempted this year to get by without really giving your best to your studies, to campus life, and to your friends. Your status will protect you to some extent; opportunities that you have had will stand you in good stead if you want to "cut the corners"; the endowment of mind and heart with which God has trusted you may become a refuge to prevent you from doing your utmost.

Take to heart the words of the Master who said, "Unto whomsoever much is given, of him shall be much required". There is a liability of the privileged that we ought to recognize and accept. Privileged people are held accountable proportionately.

What is needed to get privileged people to accept

responsibility commensurate with their endowment? Do not suppose that this can be done simply by passing laws or by making rules and regulations. If we tried that here on the campus, of course you would not respond to it. You might obey stolidly but your heart would not be in it. Then, too, threats and coercion are unsatisfactory incentives. Often the privileged person resents such attempts to compel him to accept obligations that seem distasteful to him. Moreover, scolding and exhorting are usually of little effect. Perhaps Professor Palmer's story, told often to his classes at Harvard, is illuminating at this point. Professor Palmer used to tell the story of a little boy lying in bed late in the morning. His mother came to his room and asked, "Aren't you ashamed to be lying in bed like this?" His answer was, "Yes, Mother, I am ashamed, but I would rather be ashamed than get up."

There are two motives that seem to me particularly effective in awakening and energizing privileged people. One is to expose them to human need that has a claim upon them. Do you recall what it was that moved Hobab, the son of Reuel the Midianite, to accompany Moses and the children of Israel into the wilderness? Hobab was a skilled shepherd who knew the country into which the people of Israel were venturing. Moses endeavored to induce Hobab to go with them to serve as their guide. Moses promised him that it would be personally profitable to him if he would come. "I will not go," said Hobab. "I will go home." Then Moses urged that they needed him as their guide through the wilderness, that he knew the way and that their ignorance required his skill and knowledge. With this claim of need placed squarely before him, Hobab changed his mind and went with Moses to lead the Hebrews from Sinai.

Then there are people entrusted with privilege who are capable not only of understanding, but of responding to the sort of appeal that the Apostle Paul made to those to whom he ministered. More than once, I am sure, Paul said to his friends, "Remember the Lord Jesus who, though he was rich, yet for your sakes became poor, that ye through his poverty might be rich." In his little book "On the Edge of the Primeval Forest", Albert Schweitzer tells why at the age of thirty he left his professorship, his organ, and his literary work to become a medical missionary in Equatorial Africa.

"To pay the debt I owe humanity", Schweitzer has written. His answer to his patients at the hospital at Lambarene who ask, "Why are you here?" is consistently, "Because Jesus sent me". For the sake of Christ, men and women will frequently dare to assume responsibilities that money, flattery, threats, laws, codes, and promises are powerless to induce them to shoulder.

Henri Bergson has much to say about the "morality of aspiration" which he defines as a type of conduct motivated by some inner loyalty that constrains the individual to attempt "some vital variation." The call of Christ to you is that you will permit Him to be your Lord and Master, that from the throne in your heart He may guide you to life that is life, indeed.

Alumna's Gift of \$100,000 Adds Momentum to Campaign

"The best news of the present campaign" burst upon alumnae who met for Founder's Day on February 22, when by telegram and radio the clubs heard that Annie Louise Harrison Waterman had promised to give \$100,000 in endowment for the Department of Speech.

Mrs. Waterman, an Institute alumna and a member of the Board of Trustees, is giving the endowment in order to strengthen Agnes Scott's work in teaching its students good diction. The hope is that the establishment of the Annie Louise Harrison Waterman Chair of Speech will lead to the bestowal of distinctively good speech on all candidates for the Agnes Scott degree.

The gift will mean that \$390,000 remains to be raised by the end of 1949 if the College is to receive the \$500,000 offered it last year.

While her fellow Agnes Scott alumnae were exclaiming to each other their appreciation of her great generosity and vision, Mrs. Waterman herself was quietly at home in Mobile nursing two chicken pox cases—her grandchildren, Annie Louise and John Waterman. A third grandchild, Thaddeus Harrison Waterman, named for her father, was only a few days old and was at home with his mother, safe from the contagion.

Stimulated by her gift, many clubs at their Founder's Day meetings initiated efforts of various sorts to increase giving from their areas. Meanwhile, the intensive work of the Atlanta, Decatur, and Junior Atlanta alumnae clubs continued as members carried on their drive to make more than a thousand personal calls in behalf of the campaign.

Still, giving would have to proceed at the rate of about \$1,200 a day—counting Sundays and holidays—if the College was to be successful. This pace had yet to be met by the thousands of alumnae on whose massed gifts the fate of the campaign depended.



Annie Louise Harrison Waterman

The author, who returned a few months ago after nearly four years abroad with the Red Cross and the Army, is now heading the volunteer Agnes Scott Campaign drive in Decatur.

Liberal Education and Interpreting Democracy

by Betty Jean O'Brien '40

There seems to me no apparent reason why European travel should make one an authority on any subject, except possibly the present condition of "Wagon-Lits" or the best way to get more francs on the black market. I have read with somewhat more horror than delight the frequent reports with such negative titles as "Why the Occupation has Failed" and "Nero had Nothing on Us" that have been written by returning U.S. dignitaries fresh from a rapid two-week tour of the occupied zone of Germany, seen at first-hand from the window of a general's staff car, and including such vital trouble spots as Berchtesgaden, Garmisch, and Salzburg. These fresh-from-the-front reports have led me to be chary in making any general statements concerning Europeans in general, any nation in particular, their habits, folkways, condition, and, above all, their relations with any other nation, especially the United States.

But out of the confusion of impressions gained from many and varied experiences in the various countries of Europe arose a definitely delineated conviction that: Americans, as a nation in general, and as individuals most particularly, have been elected or rather drafted into a position of world leadership amounting to domination; that each of us who came into contact with Europeans had become, willy-nilly, representatives and examples of the democracy in America of which they hear so much. They watch us with a sort of despairing hope that we can and will bring in the millenium. And this hope has given them an intensely critical eye. In former days when we were only tourists laden with U.S. greenbacks, they saw our foibles with a tolerant and forbearing eye; now that we are in a sense missionaries of the ideal way of life we receive a microscopic and critical scrutiny

which etches all our faults with indelible acid on the mind of the European "man-in-the-street." Therefore, each of us who comes in contact in any manner, however slight, with any person not of American citizenship has a terrific responsibility thrust upon him. We must become ambassadors of good will in every sense of that hackneyed phrase. Further, we must be not only able but willing when called upon, to interpret democracy, American style, with its peculiarities, exceptions, and contradictions.

It was amazing to me to find how concerned with the every attitude of the American public were the people of Europe with whom I talked. I can speak authoritatively only of the two nations in which I lived—England for fourteen months and Germany for two and a half years. My favorite example of the distance to which concern for what the American thinks has drawn the Englishman out of his traditional reserve is a scene that took place in early 1946, in a railway carriage on the London, North Eastern Railway, to Cambridge. The European railway carriage is an intimate six or four-man section, almost completely separated from the rest of the car. By mutual consent, imposed by crowded living conditions and the almost fanatical desire of the Briton to mind his own business, these carriages are practically conversationless, except for nearly inaudible murmurs between members of some family group. As the Frenchman observed, in a Terence Rattigan play then showing in London, "When an Englishman gets into a railway carriage, he sits down and dies." With this in mind, I had just sunk down with a grateful sigh, anticipatory of two hours of silence after eight hectic hours in London American Red Cross club, when I was startled to hear a perfectly audible, not

to say resonant, voice inquiring, "Do you think the United States will remain in the United Nations?" After summoning my stunned faculties, I attempted with many falterings and contradictions to assure the gentleman of my conviction that the U.S. was definitely and firmly committed to an active role in the activities of the United Nations Organization; that we had no intention of repeating the disastrous mistakes of 1920, and that we as a nation had arrived at the realization that keeping a peace was every bit as difficult and expensive as waging a war. Having spoken my piece in what I hoped was an unobtrusive voice, and expecting to look around to receive the stony English stares that blast and wither the public boor or bore, I was met with the undivided and evidently favorable attention of the rest of the people in the carriage. And no sooner had I subsided, than a lady on the opposite side inquired about food rationing in the U.S., a gentleman next her wanted to know whether we had completely demobilized as yet, and by the time of my arrival at Cambridge, I had conducted an impromptu lecture and discussion group which had been enthusiastically participated in by all of my marriage-mates. The freedom with which they asked me questions and the wide range they covered were due partially to the Red Cross uniform I wore and the universal respect in which it is held in Great Britain and partly to their experience with the open friendliness of the ubiquitous American G.I., but the curiosity displayed was thoroughly typical of all the British people and could be satisfied most adequately by direct personal contact between non-VIP's (Very Important Persons).

On another occasion I was collecting books for my seven Army libraries in Mannheim from the Army library depot in Heidelberg, being assisted by my driver (an ex-Luftwaffe corporal), two German secretaries who worked in the depot, and a young, but exceedingly clever, English-speaking German boy who was visiting one of the girls. (Let me add that all this assistance was neither necessary nor efficient, but the Germans seem to believe that no one in a position of command should do any manual labor whatever, even the unshelving of books; shades of my student days!) Since there was a Negro truck battalion stationed in Mannheim, and one of my libraries was located there, we had acquired several collections of works by Negro authors and also several Negro biographies. As I

was setting these to one side with the observation that they were for the Negro troops, the clever youth spoke up: "Why don't you go ahead and call them 'Jigs'? That's all they are." When I remonstrated with him, he remarked, "Well, Miss O'Brien, I thought you were from the South where they had those Jim Crow laws." Since it appeared that he had been well indoctrinated by one of the more enlightened representatives of democracy abroad, I was slightly baffled as to how to proceed, when my driver, who understood only a little English, earnestly inquired of me in German whether Joe Louis had been allowed by the American officials to give Max Schmeling a foul blow in order to keep the world's heavyweight championship in 1938. Turning with cowardly relief from the complex problem to the simple, I stated unhesitatingly that no such thing had occurred, that every point in a championship match was watched by thousands of critical eyes, and that there had never been any questions as to the legality of that fight. They all nodded their heads, satisfied that the final word had been spoken. I discovered later that the "foul blow" story had been given by Schmeling to his Fuehrer and the "Deutsche Volk" as an excuse for having been vanquished by a member of a "non-Aryan, inferior" race, and that the movies disproving any suggestion of a foul had never been shown in Germany.

These two widely-separated examples have been chosen to give some idea of the broad range of information and opinion which Europeans expect average Americans traveling abroad to be able to supply accurately, unhesitatingly, and at a moment's notice. They also illustrate how wide and deep is the abyss which our nation may open by failing to supply this information at the right time and in the most effective manner. To me they illustrate vividly the incalculable value of the liberal education I had received: languages, history, science, economics, literature—all those I had used again and again. It was not the education of formal facts alone but the habits of thought, the insistence on keeping an open and logical mind which came to my rescue again and again when I was tempted to be dogmatic, or lazy in answering questions, or to condemn and castigate some contrary opinion or theory brought to my attention. The "liberal" part of the phrase seemed to assume

an especial emphasis, for conditions and circumstances hitherto unencountered were constantly making adjustment and adaptation mandatory. And it further appeared that those other Americans who had assimilated this type of education made the best informal envoys to the seeking peoples of Europe. Because the "one world" that seemed so visionary a few short years ago is present right now

in the physical sense if not at all in the political, and the housewife of today is frequently the minister without portfolio of tomorrow. It is desperately urgent that Agnes Scott and similar institutions continue producing graduates who can become representatives of democracy with a minimum of adjustment and a maximum of effect; who are indeed potential citizens of the world.

Introducing Democracy To the Japanese

The author, formerly Alumnae Secretary at Agnes Scott, took a master's degree at Columbia University in 1948 and went to Japan last fall.

by Mary Jane King '37

"Nichiyobi senkyo ni itte kudasai! Okasan, dozo. Okasan ni agete kudasai.. Okusan ni agete kudasai . . . Sunday, to the polls, go please. Mother, please take this. To your mother, give this please. To your wife, give this please."

Virginia Geiger (another Military Government education officer) and I are destined to remember those Japanese words. Along with fifteen or so Japanese women leaders in Kagoshima City on the island of Kyushu, we distributed handbills to all comers from a truck plastered with signs about the January 23rd national elections. The handbills proclaimed the close relation between the kitchen and the government. Children swarmed around, holding up one hand for a paper, hiding a fist full behind them. The women on the truck sang songs they had written and spoke to the crowds through a microphone. It was part of a campaign they themselves had planned to urge intelligent voting instead of careless writing in of the easiest name. For Ginny and me, it was part of two weeks' intensive work explaining civic responsibility and ways of developing political intelligence.

On the day before elections, we started with our two girl interpreters in a Japanese railway coach

on a five-day field trip to the southern tips of the Satsuma and Osumi peninsulas of Kagoshima prefecture. From the train windows we sailed the handbills out to women working in the rice paddies and distributed them to crowds at each village station. As we rode, the girls taught us a classical Japanese song about the cherry blossoms, *Sakura*. All of the occupants of the car smiled with amusement and pleasure and soon were humming it too.

Our transportation for this trip included horse-drawn carriage, police car (pre-1941), ferry boat, and foot (seven miles). We stopped in Japanese operated hotels and in a doctor's private home, taking several scalding baths a day and sleeping on the floor, Japanese style. Food was Army C-ration, supplemented by forbidden but irresistible Japanese hospitality—*sukiyaki*, tempera lobster and shrimp, eggs, and green tea. Izachiki village adopted us as its own. As in any small town, it was customary to speak to everyone. The mayor (and local wine merchant) saw that we had every convenience and courtesy the town could afford. At a dinner party we had the honor seats, given for the first time in that village to mere women. Chil-

ren, by scores, crowded the yard and climbed trees to peer at us through the windows.

We met the PTA to discuss its organization, purposes, and activities. With women's and youth groups and the general public we discussed social problems and community organization. We inspected four schools in the vicinity and held conferences with the faculties of two others, discussing sanitation, health, coeducation, pupil records, emotional atmosphere, etc. Ginny gave professional help to the English language teachers. We talked to the pupils about health habits and taught them to sing "Row, Row, Row Your Boat."

As we walked between two villages, the people of Magomi hamlet, situated midway, invited us to stop in the afternoon and speak to their *Fujin Kai*, a paper organization claiming most of the women in each community in Japan. We were glad for a few minutes' rest, a cup of tea, and *mecons*, Japanese tangerines which surpass any citrus fruit we have at home.

In public meetings MG officers resort to horseplay, if necessary, to break through the emotional rigidity of the audience and secure informal discussion. Ginny and I pitted Iowa against Georgia and her size against mine for laughs. I have not yet penetrated the secret of Japanese laughter. But a never failing source of humor is any discussion of age. In Japan, age signifies experience and competence and demands respect. The first question any audience asks is your age. Mr. Johnson could be horrified to hear my version of "Swanee River" or "Old Black Joe", but at least I have the discretion not to attempt Mozart's *Alleluia* a capella. Even the most isolated rural Japanese village frequently produces someone familiar with German opera and lieder.

Not infrequently the Japanese audience has its individual who speaks *sukoshi* English and enjoys practicing it in public. The prize case was the man who asked Ginny in fluent English if either of us was from Rhode Island. When she said not, he stated that there were many Rhode Islanders at his house—in the back yard!

The Japanese language is intriguing in spite of its difficulty. Americans returning from the occupation will probably want to form alumni clubs to keep up their interest in Japan and Japanese. The widely used Japanese phrases seem well on the way to becoming a part of American slang. I'm

sure that I'll never relinquish the useful "*Ah, so descal?*" which, with its endless variety of intonations capable of expressing anything from mild boredom to complete awe, is much superior to its English equivalent, "Is that so?"

Members of the Agnes Scott contingent of the League of Women Voters will be interested, perhaps, in the voting figures. Sixty-eight per cent of Kagoshima prefecture's women voted, and a post-election survey showed that most had made some effort to inform themselves. The percentage of men voting was eighty-one per cent, and the national average for both was sixty-nine per cent.

Civil education work includes adult and social education as well as school education, as indicated in the above description of a typical field trip. Most of our time is spent in the field visiting schools and organizations, planning with small groups of teachers or leaders. But there are the inevitable speeches to heterogeneous masses of people, most of whom will nod their heads with genu-



The author in Japanese bridal costume.

ine or simulated interest in a recital of principles and practical applications of "demo-crassy" in exchange for a two-hour view of an American in operation. Trips usually entail riding several hours over "impossible" roads in a jeep. The discomfort is balanced by incredibly beautiful views of mountains, sea, and fields, by the camaraderie shared with the Japanese interpreter and driver, and by the eagerness of the children who line the roads to wave and shout "Huddo, okay, gudabye" to the Americans. Days in the office mean countless interviews with students, private individuals, and prefectural government officials—endless problems and small favors.

At Home on The Permafrost

By Eugenia Bridges Trawicky '40

We are living three miles from Fairbanks, which is located in the interior of Alaska. Fairbanks is a small town of 8500 people, excluding Ladd Field Air Base, which is reported to have approximately 10,000 men stationed there. Barney, my husband, is doing research on permanently frozen ground (called "permafrost") in relation to construction of buildings, air fields, and highways. We live in the Permafrost Research Area, and incidentally, the house in which we are living is a test structure, having been built on timber piling, while our only neighbor lives in a house which was built on concrete slabs. These houses are checked weekly to determine how much they heave and settle in the permafrost.

You read that Alaska is the last frontier, and you can well imagine that it is when you look out your kitchen window and see a red fox slinking down the road. There are two foxes who live in the Area. They have been named "Susie" and "Red" and aren't very popular because they play havoc with some of the electrical instruments used to make recordings. Moose have been seen wandering through our garden, and last spring our neighbor was surprised and startled to find a big brown

The enormity of educating Japan for democratic living after centuries of a primitive social system and the daily sight of intolerable living conditions being borne with little complaint threaten us with discouragement and depression. But the satisfaction from seeing progress, however slow, the multitude of things to be done next, the close contact with a strange culture, however static, and the wonderful spirit of individual Japanese keep us interested in the job. In a sense, the problems of our work here are the crucial problems of our time with which Americans at home are as much concerned as we. For me, it is exciting and interesting to be on one of the frontiers.

bear grinning at him with all teeth showing. Friend Neighbor had inadvertently wandered into a choice berry-picking ground!

The mosquitoes are worth mentioning for they are undoubtedly some of the biggest you will ever encounter. They are quite plentiful all summer especially around swamps, wooded areas, rivers, and the Trawicky abode. They make fishing a chore rather than a pleasure, and most fishermen wear heavy nets over helmets to protect themselves.

You will find in Fairbanks all kinds of people—from all parts of the United States. There are old timers known as "Sourdoughs" who have lived in Alaska for many years, some of them having come up to mine gold in the early 1900's. There are also many transient workers who are lured here by the promise of high wages. It is true that wages are higher here, but living costs are also very high, and if you can make ends meet you still have a problem of finding a place in which to live, so it is not very profitable for most people to make the trip unless they plan to stay longer than one season. Speaking of high costs, I was very surprised to find, when we arrived here three years ago, that a hamburger is worth fifty cents, a haircut costs \$1.50, and a grapefruit costs thirty cents. Fortunately for us, we are able to shop at the Ladd Field commissary, which helps to keep us partly solvent.

The University of Alaska is located near our home. It is a small school of three hundred students. It has been the handiwork of one man, Dr. Charles Bunnell, whose hard work over a period of twenty five years has kept the University alive and growing. Governor Gruening, in his address to the Territorial Legislature in Juneau last week, asked



The Trawickys—Buck, Barney, Peter, and the author.

or a large appropriation to be used in establishing the University on a more sound financial basis and to enable the school to do more research in various fields.

This year the University has a Little Theater Group which is being directed by John Bridges, a young graduate of the University of North Carolina. Last weekend they presented *The Male Animal*, by Elliot Nugent and James Thurber. I mention this because it is one of the few outlets for entertainment in Fairbanks. The AAUW and the Fairbanks Woman's Club do sponsor several concerts a year, and these are always well attended. There are a couple of movie houses and a bowling alley (plus forty odd bars), but that comprises the whole of outside entertainment to be found here. This is an excellent place for pursuing one's hobbies. We read during the winter months and spend three short summer months taking colored photos of the sunsets, clouds, mountains, flowers, and people.

The Winter Carnival is a high spot of the year. There are dog races, Eskimo dances, election of a Carnival King and Queen, and various tournament events, similar to those found in the Carnivals held each year in St. Paul and Minneapolis, Minnesota. Last March, the children especially liked the reindeer rides, the reindeer having been flown from Kotzebue for the Carnival.

If you like ivory, you would be impressed by the killed carvings done by Eskimos, especially those Eskimos living on King Island. It is interesting to know, by the way, that the Eskimo resents being confused with the Alaskan Indian, for the Eskimo

is of a higher type civilization and comes from an entirely different background. The Indians are supposed to have descended from tribes which were pushed north in the past by stronger and harder Indians in the States and Canada. It is obvious that the Eskimo has a distinct mongoloid heredity clearly seen in physical characteristics, such as the shape of the eyes.

There is still much gold mining being done around Fairbanks, which was originally a gold rush town. Today much of the mining is done by large companies, one of the largest being the Fairbanks Exploration Company, a subsidiary of the U.S. Smelting, Mining and Refining Company.

The Alaska Railroad terminates here and it is possible to travel by rail from Fairbanks to Seward, which is on the coast, where you may board a ship for the states. Most of interior traveling is done by plane. There are numerous "bush" pilots who fly anywhere in the Territory carrying mail, cargo, and passengers. There have even been instances where bush pilots have helped deliver babies in their planes.

Most Alaskans favor Statehood, although there are moneyed interests who are fighting it because the resultant taxes would cost them some of their profits. We are hoping that Congress will pass the bill making Alaska the 49th state, for until then there will continue to be the pressing problem of poor transportation, overcrowded schools, inadequate housing, and multitudinous health problems such as the high rate of tuberculosis found among the Indians and the lack of proper sewage disposal which plagues everyone living here.

We think Alaska is a wonderful place in which to live. There are many young people who agree with us, for more and more of them are making it their permanent home. Alaska does have numerous undeveloped resources and we feel as if we are explorers of a sort, with "permafrost" underfoot. It is rather exciting to be living here, although it sometimes grows monotonous during the long dark winter months. However, we are here to stay for a while. If you should ever visit Fairbanks, do look us up. This is a good vacation land, and we would enjoy seeing any Agnes Scott alumnae or faculty.

Even if we are far away, we enjoy reading what the College is doing, and we are hoping the present campaign will be a huge success. Best to you and Agnes Scott.

Germany—

The Last Ten Years

by Ursula Mayer von Tessin

Special, 1937-38

I was pleased to see Agnes Scott still remembers a little German girl who spent the happiest time of her youth in your country, at Agnes Scott, 11 years ago.

Do you remember the time I returned to my country, 1938? All during the year at Agnes Scott I really believed in the peaceful intents of our government. Returning, I saw there was no chance anymore to keep our government from war; I saw your papers were right, so my confidence was rapidly disturbed. I think this was the greatest disappointment in my life.

In 1939 I finished school in Germany. I had decided to study individual gymnastics. So I studied at Freiburg (Black Forest) from 1940-42. Finishing the school, I was obliged to work at a military hospital at Strasbourg, until I got married in March 1944. My husband, who owned a weaving plant at Tubingen, was dismissed from the army because of a head wound. I was happy to know him out of danger; three of my brothers-in-law were killed at Russia at that time. In March 1945 our little boy, Wolf, was born, so we had a real family and we were very lucky. However, two weeks after our baby's birth my husband was killed when airplanes attacked his car while he was about to go on a business trip a few miles from Tubingen.

So a very sad and sorrowful time had started. Two weeks later our city was occupied by French troops. My baby got seriously ill, pneumonia as a result of the long hours we spent in the cellar before the occupation. Our house and the factory were occupied by Moroccan troops. Fortunately the baby recovered soon. After some weeks the troops left the plant.

Can you imagine the job of getting such a thing to run again? There were very hard months of work and serious study to even get to know the way of production and everything belonging to it, to get to know every corner of my property and

gradually to become a business woman. My mother-in-law took care of my baby except the time I nursed him. Fortunately I soon had good news from Stuttgart. My parents' house as well as my father's hospital were hardly disturbed and my brothers returned from war. Yet food was very rare everywhere. I hated to go to town at Stuttgart. People looked worse every time, most of the city was destroyed, depression was to find in every face.

At Tubingen we had about the same conditions; yet Stuttgart is my home town, so it's much harder to see the beloved city suffering—and Tubingen had lost only few houses.

Well, work was the best remedy for my grief and I started to love my work, feeling able to do it right well. We started with thirty persons after war, and it was hard enough to find out enough first material to employ them. Now we occupy about eighty persons. We ought to have 120; however, this is furthermore a matter of wool and cotton imports. Perhaps our yarn sometimes contains Georgia cotton, grown on the red earth of the



Ursula von Tessin

south. Currency reform last summer has normalized somewhat our turbulent commercial conditions, after a lost war. Currency reform also improved food supply; however, it's still almost impossible to exist with "cards". A pound of meat during four weeks, that's not too much; milk, wheat, flour, eggs, butter and any form of grease are very rare. There are enough potatoes this year—the first year since the war everybody at least can eat as much potatoes as he wants to. I know it is somewhat hard to describe the condition in Germany. According to my mind, it is just impossible to give a real picture of the state you are in when you cannot even buy a toothbrush anymore. Really, I cannot remember having seen one in a shop between 1946 and June 1948.

Let me go on telling about my life; probably you've read lots of better reports about my country. In summer 1946 a cousin of my husband returned from French prisonship. We got to know each

other, we soon fell in love, and we were married in September 1946. So Wolf and I came to Kilchberg, a little village three miles from Tübingen, where the family of my husband owns a beautiful old castle. My husband and Wolf got to be the best of friends. I really was happy to have a family again, and a loving father for Wolf. In summer 1947 Peter was born. Wolf is not contented yet; he wishes also a little sister; however, not I! I still go to business every morning and every afternoon. My husband now shares the work with me and I really am perfectly contented. If only the world would get to be more peaceful. This is our greatest fright, since we are situated just between the east and the west of the world.

Now this is the conclusion of the last ten years. We cannot get over the dread of losing what is dearest to us, and yet we live again after those dreadful years, since life goes on and still has left us an active mind and a loving heart.

From France to Egypt

by Jeannette Marchal-Herenger
Special, 1938-39

I would have many, many things to write if I should tell you what has been life for me, after I left Agnes Scott. It would be too long, not very interesting. And I have forgotten all the little English I ever knew; so it would be awful! Please try to be very indulgent: I have not spoken English for years! (just after the war, when the American soldiers were in France; no more, after!) So, when you happen to see a very big mistake, just close your eyes, jump over it, and do as if it was perfectly correct English. Will you?

Let me tell you, before all, how happy I was when I heard from Agnes Scott, after long years of war and silence. You cannot imagine what your college has been for me during those sad years; I thought of it as of a wonderful thing of the past, which helped me much when everything was so dull and dark in France.

I shall not tell you much about that time; I was then in France, and maybe you can imagine that life was not particularly agreeable. I knew what cold, hunger, and fear, are. But I have no right to complain, since all the people I love are still alive. I left France in October 1945, and went to

Egypt, as a teacher in the Alexandria French Lycee. It was just marvelous for me to leave my country; don't think I don't love it, but I was terribly tired of being there with so many troubles in everyday life. I will never (even if I should reach 99 years!) forget my first days in Egypt. It was really wonderful to see true shoes in the stores, true cloth; to see groceries with all the things one could dream of. And even more wonderful to be able to buy dresses or stockings, white soap and chocolate, leather-soled shoes and bananas! You have been in America during all the war; then, even with much imagination, you cannot know what it has been for me! And I don't speak of the first day when I entered a tea-room in Alexandria. You have no idea of what it is: even in plentiful, rich America, there are no stores like these, with huge quantities of candies, and thousands of sorts of "gateaux", cakes, pies, ice creams! Well, I had practically forgotten the taste of a "chou à la crème" and I could have cried thinking of the empty stores of France, of all the children who had never tasted chocolate, of all the old people who wanted so much some sweets . . .

My thoughts about the country where I live now? Well, it would be very long to tell you the things I saw in Egypt since I am here. But I can say that I like this country very, very much. Partly because of very personal things . . . here I got

married, in November 1946, to the headmaster of the lycee. My son was born in Alexandria last June. I have my home here, where I spent the happiest days. I know that all these facts probably add much to my sympathy for Egypt! However, there are other reasons.

I like the sunshine, the sweetness of winters, the beauty of the sea. I had time to visit Upper Egypt two years ago. I had dreamt of Lugsor, Assouan, when I was twelve years old, studying in school history of the Pharaohs. So that trip was especially beautiful. I have no time here to describe that country; I just hope you can see it some day. I like also the landscape of Egyptian country, in the delta, with the palm trees, the brilliant green of fields, the women in their black veils, the villages, the scenes which make one think of life centuries ago . . . But Egypt is interesting also for its modern side, its present growing. It is in the same time very old and very modern. People are often very interesting. Here in Alexandria, most of the 800,000 inhabitants are, of course, Moslem Arabs. But there are also many Greeks, Jews, Italians, some French people, and others from all parts of the world; many wealthy families; beautiful houses; all these people like luxury and literature; like music, lectures, give great parties where women wear the most up-to-date dresses, made in Paris, and the most beautiful jewels you ever saw in your dreams! Most of them are terribly fond of cards, and play bridge every day, since in rich society women have nothing to do, and don't have any idea of how to cook an egg; they have as many

servants as they want, and probably don't know how to fix a bottom!

But there is also the real Egyptian people, who speak Arab language, have Arab traditions, who are deeply religious, hard to know, because many of them would like to make their country rich, and powerful, but without any help of any foreigner—most especially any non-Moslem. I am terribly sorry I don't know Arabic well enough to be able to read their newspapers, understand their speeches. (I just know very little Arabic: enough to be understood by the servants, and especially by the lovely black nurse of my son!)

Life is very hard here for too many poor families, for the farmers, or workers. Some day, it will be better; life is very sweet, wonderfully easy, for the others, and for my chance, I am among them. How long will this last?

I will not leave you without speaking of one thing, which bothers me much. I know your college needs money for the new buildings; I got, here the booklet, and different letters. But, for spite of my wishing to help, it is *impossible*. I can not send any money; it is forbidden, and practically impossible. Egyptian government forbids any kind of financial "transactions". Maybe it will be possible later; I am terribly sorry, because I would be happy to give something for a place I love. As soon as it is allowed, I promise to think of you. So never imagine that I forget Agnes Scott and don't want to answer to its campaign! All my life, I will be thankful to Agnes Scott, and to you, for all the beautiful days you gave me.

In England — Now

by Ruth Scandrett Hardy '22

I would like to be able to write an essay on matters of general interest in the United Kingdom, or just in England. They are many, particularly to an American who spent almost twenty years in administering labor laws, State and Federal, and in investigating working conditions in all sections of the United States. My information is not precise enough and my observation covers too narrow a field to permit a comment on national affairs. Two general statements are valid. The

The author, holder of a Washington administrative post before her marriage to an Englishman several years ago, was back for her class reunion last June when she visited her sister, Dean Carrie Scandrett '24.

capacity of the British to preserve the past, deal with the present, and plan for the future, all without fuss and bother, is astounding. And nowhere, in my opinion, is the tradition of civil liberty, which we share with the British, more firmly practiced than in this constitutional (at present, socialist) monarchy.

My factual information is limited to household affairs and to what I see. I am not going to write about rationing, despite my thorough knowl-

edge of that subject. Every American must know about British austerity. Food in our households is considerably augmented by parcels from friends and family in America, and unrationed foods are more plentiful and more varied than when I came to England three years ago. I have great satisfaction in feeling well enough dressed in any clothes, John prefers old clothes, and we replenished our stock of essential clothing, within monetary exchange limitations, when we visited the United States in 1948. The small allowance of gasoline makes it difficult to keep the battery of the car charged, but it makes bicycling more pleasant. About housing, I could write at length and with feeling. In The London Times I read last week that 582,881 houses have been completed since the war, providing for three million persons. We are not among them, and fully half my time is spent in search of a house. When we find one, and our furniture is out of storage and in repair, a garden is under cultivation, and some egg-producing hens are at hand, perhaps I shall have an opportunity to examine what goes on in general.

We now come to what I see. That is an aspect of life in England which brings considerable satisfaction, coupled with the fact that there is time to look. This is a gift that John has, and I profit by.

The country is amazingly varied, within our radius on a bicycle, some twenty miles. There are the sandy heaths, with pine, birch, heather, and gorse; there is the chalk ridge which runs from east to west through Guildford, Farnham and on to Winchester, and beyond to Salisbury Plain. This formed one of the great trackways, the Pilgrims Way, prehistoric in its antiquity. The soil on the lower slopes is rich and fertile. It is all intersected by country lanes bordered with trees and hedges of Hawthorn, holly, rhododendron, or beech and quiet enough for us to enjoy the song of the birds—larks in the fields, blackbirds, thrushes, robins, both great and small in the trees and hedges.

There is much to interest the historian and delight those who love ancient things. The wall of the great Roman city of Silchester still stands, though within nothing remains to show that the site was ever occupied. The church, it is said, is on the site of a Roman temple. This part of Hampshire, and nearby Surrey and Berkshire, are rich in timber-framed cottages of the 16th century

and possibly earlier. The church at Crondall was built by the Normans in the 12th century, and local parish registers going back to this period and occasionally even earlier, are relatively commonplace. Against this background, stately Bramshill House of the Jacobean period and the mansions of the Georgian period seem modern. I forego comment on the more recent additions of barracks and aerodromes.

Our holidays are spent aboard a boat, anchored in a creek that flows into the Helford River, in Cornwall, near Frenchmen's Creek. To travel there and back, about 500 miles, requires our gasoline ration for six months. We drive across Salisbury Plain and along the Dorset coast to Devon, then across Bodmin Moor to the Cornish coast. It is the Wessex of Thomas Hardy's novels, and during the icy winter of 1947 I read, or reread, most of them with happy recollections of the country, the villages, and the people.

I was prepared to find England a green and pleasant land, with many things of interest to see. I was somewhat surprised to find the climate excellent (that is, it suits me), the rainfall not excessive, and the people cordial and informal. Everywhere I have been made welcome, even in the Yeobridge of *With Malice Toward Some*, where we have spent Christmas and Easter holidays.

There is a sturdy, trustworthy quality about the people I meet casually in the country and in the shops which explains how the Battle of Britain was won and why there is no black market of appreciable extent. One would not know readily, from their conversation, the pride they have in their country and their attachment to its soil and its customs. The usual comment is, "Dreadful climate," "always raining," "this (or that) must seem poor to an American," and the universal complaints about taxes, prices, and government. Many families are emigrating to Australia, New Zealand, South Africa, Canada, and some to the United States. I have talked with a number of them. They go with reluctance, as well as with hope, and I begin to understand how such widely separated areas of the world are inhabited by people who continue to speak the English language.

This threatens to become an essay. I need not say that I remain an American citizen. Only a foreigner would write as kindly about England as the English feel.

Atmosphere Free and Favouring

by Marybeth Little '48

"Just keep in mind that you're an American, a Texan, and a lady, and everything will be all right." And with that father-daughter advice in the pocket, passport in the purse, and long red woolies in my trunk, off I scampered to Europe, September 1948.

Thomas Mann speaks of the "free and favouring atmosphere of Zurich, a metropolis not in size but in situation and mission, always friendly to all European avant-garde ventures". Approximately the size of Atlanta, Zurich has a grand opera company, a professional theater, a symphony orchestra, an art museum, and the like—all permanent, well-supported, excellent. Zurich is built around the end of a lake and on both sides of a many-bridged river, and is surrounded by mountains. A preservation of the old with a use of the functional new makes the city itself both charming and comfortable, and simply roaming the town is walking through history with seven-league boots. Medieval, Renaissance, Baroque, Rococo, and modern architecture are vis-à-vis. Charlemagne, Zwingli the Reformer, Lavater whom Goethe visited, the great authors Meyer and Keller, and countless other famous people lived here. Every day I walk past the place where Wagner wrote the *Ring* cycle, and where James Joyce died. Then there are the geranium-collared windows, the cobblestone streets, hot chocolate after ice skating, the five-century-old roofs and chimney-pots, white gulls and swans against dark water, church bells and shadows of the towers, all which continue to remain for me nothing less than miracles.

Switzerland's largest University and her Georgia Tech stand side by side, and the several thousand students enjoy the fullest academic and social intermixture. Everybody is a day student, and trolleys and footwork have certainly revealed a side

When Marybeth Little left Agnes Scott last June wearing the Hopkins Jewel, she had published two volumes of poetry, sung the lead in "The Mikado" and senior opera, been lecture association chairman and May Queen, made honor roll grades, served as a guest editor of Mademoiselle magazine, and written a weekly column in The Agnes Scott News. This year, studying at the University of Zurich, she apparently has lost none of her momentum.

of life we ex-boarders missed. Students have had the equivalent of two years of our college work before they enter the University and (except for the unhappy Americans under our special program for credit) do not take exams until the end of their university work, three to six years. In general, they study during their long intersemester vacations and simply enjoy stimulating coffee-conversations, personal intellectual interests, and dark to dawn Student Balls during the terms. Classroom behavior is also different from ours: they stamp their feet when the professor enters and leaves the lecture room or when he says something they especially like; they noisily scrape their feet to embarrass latecomers. There is almost no personal contact between the faculty and students, with the interesting exception of the English department, where the professors evidently have absorbed some of the informality of English and American universities. Being here in 1949 is really marvelous for us students studying German literature, because it is the two-hundredth celebration of Goethe's birthday, and many of his plays will be performed, even the complete *Faust*. Large discounts are given students by theaters, concert halls, cinemas, and bookstores; and there are special cheap restaurants and recreational places. All in all, Zurich offers many opportunities to her young people from all over the world.

Unfortunately for us who want to learn to speak German, the Zurich people speak a dialect among themselves which compares to German about as Chaucerian English does to the modern. Naturally German is the academic, stage, and written language. In addition they all know French. The Uni-Bar (which has the social significance of our Book Store) sounds like the Tower of Babel—but one can occasionally catch drifts of heated discus-

ons. Surprisingly frequent topics-at-random are New Orleans jazz, T. S. Eliot, Rita Hayworth, Hemingway, and Truman. Zurich is very American-conscious, and English is now the language in fashion.

Wish you could know my Swiss family (a young couple and little boy seven years old), some Swiss friends, three Frenchmen, two Germans, two American Negroes, two Scottish girls, a Persian, and a Russian—these in particular. Dancing with

a German who was a prisoner of war in Texas, hearing a discussion of a certain battle among American and German friends, visiting a family in Alsace, in that little country which is the bewildered child of bickering divorce,—these are experiences I would like to share. And, too, the things they say: a French boy, "Sometimes I am afraid America might capitulate to Communism before France, because although France is an old and disused body, she has antibodies that America as a young and healthy nation has not developed" . . . a German, "It is hard for me to understand a lot of things; Nazism was all I ever knew" . . . a Czech, "It is sad to be young in Europe, because it has nothing but its past".

There are perhaps over 150 American students in Zurich. We celebrated Thanksgiving with a special Anglican church service, a flagwaving banquet, and a dance; we also had a typically American Christmas party and invited foreign students. Christmas here was very interesting, you might say. It begins on the sixth of December when "Samichlaus" come to the boys or girls with either candy or witches. Parents can order "Samichlausen" of various degrees of costume and retinue, and the whole ceremony has a Judgment Day atmosphere, insuring the good behavior of the children afterward, at least until the evening of the twenty-fourth when the little Christ Child brings the tree and gifts to all the family. Being with my Swiss Family Gerber until the day after Christmas was exciting; and of course collecting recipes and customs to take home was a principal extracurricular activity.

Which leads me to but a brief resumé of travels. I fear German literature at the University is having a fierce struggle against *applied* geography, as map as textbook, wanderlust as guide. Just hope the result will be a happy balance. Cherbourg's seven hills and war ruins were my first view of Europe. And then Paris: we simply rushed through

the centuries trying to see what every tourist should see, and I was duly confused and awed; remember best the hot-chestnut vendors, the tree-lined boulevards, the formal gardens, moneychangers, book-stalls on the Seine, berets, grillwork balconies, and the long loaves of bread. Shall spend a week there in March with some French friends . . . The Strasbourg cathedral and university and the nearby town of Sessenheim, all which played such a great part in the life of the young Goethe, made an unforgettable impression . . . In Switzerland have weekended in Geneva, Bern, Basel, Luzern, Interlaken and Jungfrau, Altdorf (Wilhelm Tell's hometown), Lausanne, and St. Moritz. To resist describing these beautiful, quaint, each-so-different places is maddening . . . During the Christmas vacation went to Avignon (Palais des Papes), Nîmes and Arles (famous for their Roman ruins; walked *through* a pre-Christian aqueduct across a valley), Les Baux (enchanted Pompeii of the Middle Ages and Renaissance), Marseilles (fabulous mixture of peoples, shellfish, and Moroccan wares), Nice (where I expressed my enthusiasm for everything French by acquiring the modish flu of the season), and Monte Carlo (where I saw Winston Churchill playing roulette). Was bewitched by the atmosphere of the Provence, and by the exotic beauty of the Cote d'Azur: was horrified by the contrast between the splendor of the past and squalor of the present when I saw wizened children living tenement-fashion in Renaissance palaces, playing without laughter in ruins of a Roman amphitheater . . . During the spring vacation plan to go with a Swiss student group to Milan, Padua, Venice, Bologna, Florence, Rome, Pisa, and Genoa, and later hope to join an American group with special permission to go to Munich and Vienna.

Even at this moment, running off magic place names like these, I feel that I'm writing fiction or dreaming. Only the sobering awareness of looming tests and papers keeps me from even believing I should send this angel-express with Saint Peter's postmark. Interest in exchange students is growing in the States and in Europe—I hope this may eventually affect some of our students and alumnae. All that Agnes Scott gives so enlarges one's appreciation of everything one lives and breathes here, that every day I thank my lucky stars—even if I do have to explain that Dixie accent in my deutsch!

Agnes Scott Meeting Anticipated in Africa

by Charline Fleece Halverstadt '37

Although I am certainly "far from the reach of thy sheltering arms," still the contacts and ties that I have with you mean even more to me here in the Belgian Congo. Perhaps it would surprise you to know that we have a potential Agnes Scott Club away off here "in the bush". You just never can tell where another alumna will pop up! There are six of us on the mission now, Virginia Grey Pruitt, Winifred Kellersberger Vass, Mary McCann Hudson, Peggy Stixrud McCutcheon, Anne Wilds McLean, and myself. We hope to have a meeting in the fall when we gather for our annual Mission Meeting.

I have heard that a prominent woman said that she loved to return to the college which she attended and sit in her old chapel seat and think about how much happier she was than she ever dreamed she would be when she had sat in that seat as a girl. Since coming to Africa, I, too, have found joys of which I never dreamed and have attempted to do things which I would never have dreamed that I would try! I have entertained ten unexpected dinner guests without a tremor, (at least none visible to the naked eye), made potato chips out of plantains, and apple sauce out of mangoes, created a Christmas tree from a skeleton tree and a few cedar branches; and, to crown it all, I, who always said that I would never try to teach, have taught (?) Bible, music, art, phonetics, sewing, knitting, and now, readin', ritin', and 'rithmetic at Central School for Missionaries' Children. This last job is for just one month; so perhaps the children's development won't be permanently retarded. (Some of you teachers please notice that we are in need of another teacher for next year. Mary Mac Hudson is here now and would be glad to see another A.S.C. girl join her.)

When the war ended, my husband and I were in California with our six-year-old boy, a worn-out car, discharge papers, and several well-worn Navy

uniforms. Having already broken most of our home ties, it seemed the perfect opportunity to see if the Lord really had a place for us in Foreign Mission work. We found that He had been preparing it and us for some time, and on December 8, 1946, we soared above that famous skyline in a Clipper bound for the Belgian Congo. Jim became the treasurer of the American Presbyterian Congo Mission and I, automatically, became a missionary, too. A missionary's life is not just exactly as I had imagined it, but it is certainly the most stimulating and most satisfying life in the world. It's also a lot of other things like discouraging (at times), exhausting (lots of times), and interesting (at all times). It is anything, in fact, but dull!



We live in Luluabourg, a city of six hundred Europeans and twenty thousand natives. Here primitiveness and modern civilization go hand in hand. Huge DC-1's roll in and out of our airport several times each week, while smoke from a fire built by a native serves as a wind signal. Our stores carry everything from ball point pens to hand grist mills, and one often sees a native man sitting in front of his one-room mud and stick hut sewing on a Singer sewing machine. In our kitchen is a modern refrigerator, but all of the water for the house is carried by native carriers from a nearby spring. We find these incongruities in the people as well. A clerk who speaks two or three languages will still claim that the person who was struck by lightning was killed because someone made medicine against him. The strong hold that these native beliefs have on them makes it very hard to build real, strong Christian character. They do not easily take on our ways and even our beliefs; but so much of it is superficial, while their faith in native medicine is deeply imbedded.

One interesting aspect of our life in Luluabourg

is the opportunity to meet and know people from many other countries. Some of them live here, while others are just passing through on their way into the interior. We have entertained two Swedish Boy Scouts, a Russian singer, several Norwegian families, and some British fliers who all but landed their small plane on our front lawn. We also enjoy our Swiss, Belgian, and Portuguese friends from town. Upon several occasions three languages were being spoken in our living room at the same time! I would now feel right at home at the tower of Babel! French is, of course the official language here, although most of our mission work is done in the native tongue. Trying to learn two languages is quite a tax on my poor brain. Whenever I open my mouth the wrong one always comes out!

How much has happened to us all since we walked along together in our long, black robes at Commencement! Some of us have traveled many miles, but not so far as to weaken the ties of friendship which we formed during our years together at Agnes Scott.

Rio de Janeiro – A Satisfying Home Town

by Charity Crocker ex-'43

Brazil would be too broad a subject, so I shall restrict my comments to Rio de Janeiro, the capital city and my home.

It is satisfying to live in a place that can be recommended without reservation to any type of prospective visitor. Rio's natural beauty cannot be surpassed. It combines massive granite mountains rising from the water's edge with a succession of white beaches and a magnificent harbor. Then add a year-round warm climate, a modern city satisfying both businessman and vacationer, a friendly population given to a carnival frenzy once a year and a good-humoured approach to hardships, and it is no wonder that it casts a spell

bringing back many a person who "passed through".

Rio is unique; charming for its old buildings and traditions, surprising for its daring modernism. Brazilian atmosphere cements foreign influences: up-to-date American conveniences and entertainment together with European goods and culture. It is no wonder that many Brazilians speak or read a language other than the native Portuguese.

There is an often quoted word in Portuguese—"saudades"—which Brazilians claim is untranslatable and can only be rendered vaguely as a nostalgia or longing such as that felt by a Brazilian when far from his native soil.

ALUMNAE CLUBS

Alumnae at the Baton Rouge meeting with Dr. Alston Jan. 28 were Frances Tucker Owen '42, Dot Almond Fowler '45, Della Stone Melton '28, Mabel McKowen, Inst., Frances Kell Munson '15, May McKowen Taylor '06, Ethel Freeland Darden '29, Marguerite Sentell Fleshman '22, Sarah McKowen Blackshear '11, Cornelia Cross John '10, and Eugenia Mason Patrick '46.

At the Austin meeting with Dr. Alston Jan. 31 were Nancy Gribble Nelson '41, Maudie Van Dyke Jennings '46, Katherine Patton Carssow '40, Rebecca A. Saunders '21, and Bippy Cook '45.

At the meeting with Dr. Alston in New Orleans Jan. 27 were Mary Branan Dunwoody, Inst., Caroline Caldwell Jordan '10, Grace Carr Clark '27, Helen Comfort Sanders '24, Carmen Graves Sarre '17, Jeanne Hale Shepard '46, Georgia Little Owens '25, Mary Matthews Starr '37, Gail Nelson Blain '33, Miriam Thompson '32, Sarah Turner Ryan '36, Lilly Weeks McLean '36, and Jane Alsobrook '48.

Alumnae in Houston who met Dr. Alston Jan. 29 are Josephine Barry Brown '30, Mary Adele Botts Pedan '32, Jacquelyn Burns Bain '45, Nellie Margaret Gilroy Gustafson '37, Dr. Goldie Suttle Ham '19, Martha Evelyn Hill Armstrong '33, Mildred Hutcheson Rouse '30, Leila Joiner Cooper '27, Mary Upshaw Jones Thompson '34, Cornelia Elizabeth Keeton Barnes '33, Margaret Earle McConnell '20, Dr. Mary Ann McKinley '25, Ruth Moore Randolph '34, Mary Norwood Weir '11, Henrietta Ruhmann '44, Laura Stevens '35, Erna Wilk Sasshead, Raemond Wilson Craig '30.

At the meeting with Dr. Alston in Washington, D. C. Feb. 12 were Emilie Harvey Massicot '30, Maud Foster Jackson '23, Edna Jones Watson, Inst., Willie Wellborn, Inst, Patricia Collings Andretta '28, Mary Harris Yongue '23, Alice Norman Pate '19, Charlotte Thompson Aiken '17, Clarice Chase Marshall, Acad., Kittie Burress Long, Inst., Elise McLaurin Gibson '29, Barbara Brown Fugate '40, Flora Young Mobley '34, Eleanor Sessoms '35, Elizabeth Dawson Scofield '30, Kenneth Maner Powell '27, Emily MacMoreland Midkiff '39, Virginia Kyle Dean '39, Jackie Illma Stearns '42, Virginia Tucker '48, Kate Ellis '47, Jane Baggs Key '48, Yolanda Bernabe de Montealegre '44.

Jeanne Robinson '45, Alice Gordon Pender '46,

Betty Waitt White '41, Bryant Holsenbeck Moore '43, Geachy Kaufman Cutrufelli '34, Nancy G. Rogers '34, Louise Cousar '48, Marie Baker '30, Elizabeth Lightcap '33, and Mary Lillian Fairly Hupper '38.

At the Philadelphia meeting with Dr. Alston Feb. 15 were Jean Ramspeck Harper, Inst., Carolyn Forman '40, Zoe Wells Lambert '38, Mary Leukel Keister '40, Adelaide Benson Campbell '39, Modesta Hance Dalglish '42, Mary Cargill '46, Christina Yates '47, Betty Franks '45, Katharine Wilson Davies '32, Lucille Cairns George '37, Helen C. Fox '29, Katherine Leary Holland '30, Gladys Austin Mann '29, Frances Harper Sala '22, and Frances M. O'Brien '34.

In Boston for the alumnae meeting with Dr. Alston on Founder's Day were Margaret Sheftall Chester '42, India Hunt Balch '17, Margaret Powell Gay '24, Edith Gould '45, Betty Gash '29, Mary Jane Schumaker '46, Ruth Craig Hinkel '24, Hansell Cousar Palme '45, Philippa Gilchrist '23, Sterly Lebey Wilder '43, Virginia F. Prettyman '34, Clemenette Downing Rutenber '30, Mary Nell Ozment Pingree '47, Julia Tomlinson Ingram '21, Mary Ball Oliver '41, Margaret Erwin Walker '42, Rebecca Green Hinds, Inst., and Hettie McCurdy, Inst.

At the Baltimore meeting with Dr. Alston Feb. 24 were Frances Harper Sala '22, Gertrude Samuels '23, Mary McCulloch Templeton '40, Alvahn Holmes '18, Mary Florence McKee Anderson '44, and Lucile Caldwell '25.

Club Handbook Available

A Handbook for Clubs was published by the Alumnae Association shortly before Founder's Day and is available to alumnae who are considering the formation of Agnes Scott clubs in their localities.

The Handbook, almost entirely the work of Pernette Adams Carter '29, gives full and practical advice on founding and maintaining a club which will be of significance to its members and to the College. A set of suggested by-laws is appended.

Mrs. Carter, who is Alumnae Association Vice-President in charge of club promotion, has been a leader in the founding and development of the outstanding Charlotte, N. C., Agnes Scott Club.

Class News

DEATHS

919

Essamine Booth Fleming's husband died last October.

923

Christine Sinclair Parsons' husband died last year.

934

Lib Winn Wilson's father died in February.

935

Elizabeth Heaton Mullino's mother died Jan. 10.

936

Dr. Peter Marshall, husband of Sarah Catherine Wood, died in January. As chaplain of the United States Senate he was known for his prayers "at" as well as "for" the law makers. In his last Senate prayer he pleaded for wisdom on the part of senators, asking, "When differences arise, as they will, may Thy servants be not disturbed as being misunderstood, but rather be disturbed at not understanding." Dr. Marshall had accepted the invitation from Christian Association to be Religious Emphasis Week speaker at the College in February.

Ann Coffee Packer's mother died last year.

940

Ann Enloe's mother died in January.

Virginia McWhorter Freeman's brother, Lt. Col. W. Hugh McWhorter, was killed when his plane, an Army C-47, crashed into a mountain-side near Tacoma, Wash., Jan. 7.

941

Ann Henry's father died last November.

Martha Moody Laseter's father died last June.

Campus Calendar

April 4, 5, 6: JOHN PHILIP GILLIN, head of the Division of Anthropology in the Sociology Department of the University of North Carolina. Maclean Chapel, Presser Hall; 11 a.m. each of the three days, 8:30 p.m. April 5 and 6. No charge.

April 5: DOUGLAS BUSH, professor of English at Harvard University. Buttrick Hall, 12 noon, "Science and the Victorian Poets" to Victorian Poetry class; Maclean Chapel, Presser Hall, 8 p.m., "Science and Modern Poetry". No charge.

April 7: BLACKFRIARS PLAY: *No Way Out*, by Owen Davis. Gaines Auditorium, Presser Hall, 8:30. Admission \$1.20, 60 cents.

April 23: GLEE CLUB CONCERT. Presser Hall, 8 p.m., no charge.

April 27: WATER PAGEANT. Gymnasium, 8 p.m.

May 7. MAY DAY FESTIVAL. May Day Dell, 5 p.m. Admission 50 cents.

June 4: ALUMNAE DAY. Trustees' Luncheon at 1 p.m., class reunion dinners in evening. Annual Association meeting in afternoon.

June 5: BACCALAUREATE SUNDAY. Dr. Marshall Dendy, First Presbyterian Church, Orlando, Fla. Gaines Chapel, Presser Hall, 11 a.m.

June 6: COMMENCEMENT. Mills B. Lane, Jr., president, Citizens and Southern National Bank, speaker. Gaines Chapel, Presser Hall, 10 a.m.

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THE

Agnes Scott Alumnae Quarterly

SUMMER, 1949



The Frances Winship Walters Infirmary

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Agnes Scott

ALUMNAE QUARTERLY

Agnes Scott College, Decatur, Georgia

Volume 27, No. 4

SUMMER, 1949

State of the Campaign.....	2
<i>J. R. McCain</i>	
Dedication of Infirmary.....	3
Mrs. Evans Chosen Trustee of College.....	4
The Honors Program	
Frees Able Seniors for Research, Writing: the 1949 Group.....	5
Honors Reading at Agnes Scott.....	8
<i>George P. Hayes</i>	
Wanted — Agnes Scott Material.....	13
<i>Edna R. Hanley</i>	
Phi Beta Kappa Elects Three Alumnae.....	17
Alumnae Here and There.....	18
The Annual Meeting.....	20
Faculty and Staff.....	26
Class News.....	28
Alumnae Club Directory.....	INSIDE BACK COVER
College Calendar.....	BACK COVER

ELEANOR N. HUTCHENS '40, EDITOR

State of the CAMPAIGN

When Miss Eleanor Hutchens requested me to prepare a message for the Summer Quarterly, I thought that perhaps I should share with our alumnae some of the educational conferences which I have attended during recent months. These would include items such as, "practical ways in which college students may help in crime prevention"; "new vocational opportunities which are developing for women"; "the role of the college in raising standards for secondary and elementary schools"; "the relation of Christian colleges to world missions and world peace".

While I have attended discussions of these and many other such topics and have shared in some of the programs, and while I feel that Agnes Scott should be more alert in local, national, and world problems, I really could not get my mind adjusted to writing an article about any one of these subjects just now.

The fact that we are in the midst of a very important and very absorbing campaign really puts most other ideas and occupations in a second place for the present. We have had two previous campaigns for a total of \$1,500,000 each, but in both cases we had 5 years in which to secure our subscriptions and get the payments. In our present effort for the same amount, we originally had but one year and a half; and this has been fortunately extended so as to make a total of two and one-half years, that is to December 31, 1950, provided we get the subscriptions by December 31 of this year.

We still lack \$225,000 of getting the amount which we pledged ourselves to secure for endowment. We have over-subscribed to some extent the

amount which we were allowed to use for buildings or other permanent improvements, and yet there are some other physical improvements which we feel obliged to secure if possible. These would provide for the payment on our new telescope which has been engaged, the erecting of a good observatory, the furniture and equipment for our new Infirmary, the payment of the cost for the sunken garden, and some provision for furnishing the dining hall and kitchen which we are to build.

The endowment to which we are committed may be either general or undesignated funds or may include scholarship gifts. During the whole of this campaign we have followed the policy of putting undesignated gifts into general endowment, which is used primarily for the paying of salaries of teachers and officers. This is certainly a number one need of the College.

In order to secure and hold some of our best students it is needful for us to provide student funds. It would be very helpful and will relieve the general budget of the College if we can have endowed funds to provide the needed student aid. An individual scholarship may be set up and named for \$1,000 or more. We have 55 such endowed funds at the present time, ranging in size from \$1,000 to \$100,000.

While only about 15 per cent of our alumnae have sent gifts to date, I have confidence that several times this number will participate either with cash gifts or with subscriptions made payable either in 1949 or 1950.

In the six previous campaigns which I have shared with you during my 34 years at Agnes Scott, our alumnae have been our best encouragers and most consistent givers. If this is true in my seventh and last campaign for Agnes Scott, I firmly believe that we will have a decided victory and a long step forward in the service which Agnes Scott can render to its whole constituency.

We are most grateful to the donors and to God for the splendid gifts which have already been made and for the marked improvements which are already under way.

Cordially,

J. R. McCAIN,

President.

Dedication of Infirmary Held at Commencement

Agnes Scott's newest building, the \$200,000 Frances Winship Walters Infirmary, was dedicated June 4 in the presence of the donor, officials of the College, and an audience of students, faculty members and friends.

Unveiled at the same ceremony was a portrait of Frances Winship Walters by Mme. Elizabeth Shoumatoff, the artist who was painting President Franklin D. Roosevelt at the time of his death. The picture, given to the College by Robert W. Woodruff, will hang in the Infirmary, as will a valuable piece of tapestry done by Mrs. Walters herself and presented to the College.

President J. R. McCain conducted the dedication service, at which Harrison Jones, chairman of the board of the Coca-Cola Company and a lifelong friend of Mrs. Walters, delivered the principal address. Mrs. Walters made the formal gift of the building to George Winship, chairman of the board of trustees, who accepted it with a brief speech paying tribute to her years of generosity toward the College. The Agnes Scott Choir sang, and Vice-President Wallace Alston pronounced the prayer of dedication. Julia McCullough, daughter of Mary Crenshaw McCullough '28, was chosen by Mrs. Walters to unveil the portrait.

The beautiful new Infirmary, standing next to the Gymnasium and across the street from the home house in which so many generations of Agnes Scott students have had their winter colds, is believed to be the best of any college in the country. Designed in harmony with other collegiate gothic buildings on the campus, its two stories overlook a landscaped area intended to become one of the beauty spots of the College grounds. The bedrooms will accommodate thirty patients, double the number for which the old infirmary was prepared. Quarters for the College physician and two resident nurses, an office, treatment rooms, laboratory equipment, X-ray and vital metabolism test facilities, and a kitchen complete the first floor, which with a normal number of patients will be sufficient without the use of the

bedrooms on the second floor. Funds are still needed for the furnishing of the building and the landscaping.

The old infirmary, now standing in its fifth location on the campus, will be used to house students until the proposed new dormitory, Hopkins Hall, renders the use of cottages unnecessary.

Other campus buildings are seeing an active summer. Gaines Cottage, beloved of many alum-



FRANCES WINSHIP WALTERS

From the portrait by Mme. Elizabeth Shoumatoff, presented to Agnes Scott by Robert Woodruff and unveiled in the new Infirmary.

nae whose "crowds" captured it for a year or more, has been moved from its place beside Inman and settled facing South Candler Street, between Ansley and Lupton. Construction of the new dining hall will begin soon next to Inman.

Rebekah, last of the three main dormitories to be renovated, is undergoing a complete transformation inside. Main and Inman had been modernized previously, with funds provided in the 1939 Campaign and held for the purpose through the war.

The new observatory, for which a donor still has not been found, is a subject of hopeful speculation



Photo courtesy The Atlanta Journal

Five alumnae were present to see their daughters receive the degree at Agnes Scott in June. Beginning at top, they were: Julia Hagood Cuthbertson '20, with Marie; Lidie Whitner Lee, Academy, with Lorton; Frances Sledd Blake '19 and Julia; Emily Arnold Perry '24 and Mary Frances; Maryellen Harvey Newton '16 and Reese. Marie was president of the Athletic Association and a member of Mortar Board. Lorton was editor of *The Agnes Scott News*, Julia was an honors student and a Phi Beta Kappa, and Reese was president of the Class of '49 all four years, winner of the Claude Bennett Trophy for the best acting of the year, and a Mortar Board. Reese will continue to head the class in its alumna status. Margaret Brown Davis ex-'19 was unable to come for June's graduation.

as plans are completed and surveys made at the proposed location in the woods south of the main campus.



Picture courtesy The Atlanta Constitution

Julianne Cook of Atlanta, wearing the 1949 Hopkins Jewel, piles Commencement regalia on the wall at the front of Presser to receive congratulations.

Mrs. Evans Chosen Trustee of College

Mrs. Lettie Pate Evans of Hot Springs, Va., was elected a corporate member of the board of trustees of Agnes Scott at the annual meeting of the trustees in May. She succeeds Dr. Richard Orm Flinn of Atlanta, who died last year.

Mrs. Evans, a well-known philanthropist, secured the guarantee of funds to build Letitia Pate Evans Hall, which will house all the dining and kitchen facilities of the College. The beautiful new building will be erected in the coming year and will stand between Inman and Science halls.

The new trustee has been active in various philanthropic projects including the Williamsburg restoration and the enlargement of Emory Hospital.

Honors Program Frees Able Seniors for Independent Research, Writing

Every spring at Agnes Scott, members of the junior class whose academic records indicate superior ability are invited to "read for honors"—to participate in the program which the College has developed over the last ten years for gifted seniors who wish to work independently. Most of those invited decide to take advantage of the opportunity; a few decline, usually because they prefer not to center the senior year's work upon an intensive project.

The honors program differs with the different departments. In general, however, the first quarter spent in exploration of the field for a problem subject appealing to the student, the second in research and writing on the chosen topic, and the third in a comprehensive review of the entire field. Results of the special study are embodied in a paper which, if accepted by the department, is funded and placed in the College Library. In May the honors student takes written and oral examinations on the whole field. During the first two quarters the student has been under the guidance of a member of the department, a professor chosen by her. Others in the department share in the comprehensive preparation of the last quarter and, with invited members of the faculty from other fields, act as examiners in the oral session which completes the program. Honors students carry ten or twelve hours of regular academic work each quarter but do not take examinations on their courses in May.

Only students who have read for honors may receive the B.A. degree "with high honor," and of these only the ones whose academic work has been of the highest quality.

In 1948-49, eleven seniors of a class of 122 read for honors in seven fields: English, chemistry, psychology, inter-American relations, Latin, mathematics, and Spanish. A list of their topics shows the variety in scope and in approach which the program makes possible in allowing the student to follow her individual tastes and interests:

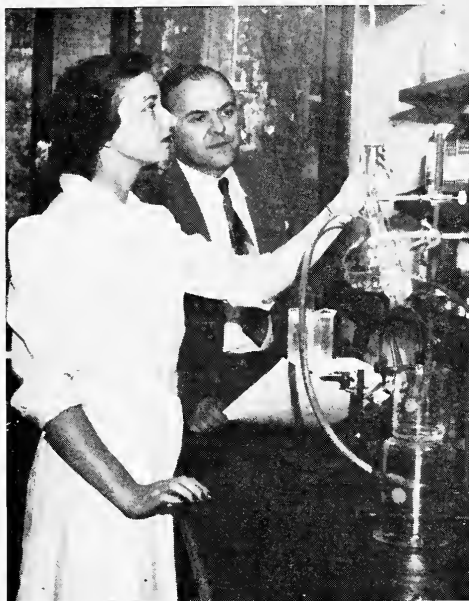
ENGLISH.

Kate Durr Elmore, of Montgomery, Ala., wrote on the changing poetic idiom as shown in Pope and Wordsworth. Her work was done under the direction of Dr. Ellen Douglass Leyburn, who in recent years has pursued independent research on Wordsworth and who conducts courses in eighteenth-century literature.

Ruth Hunt Morris, of New Bern, N. C., with Dr. George P. Hayes as adviser, investigated poetic imagery and themes in *Othello*, analyzing major themes expressed in the imagery and their relation to the total structure of the drama. Her paper assumed that the full import of the tragedy is to be seen in the reiteration of images as they are related to the changing emotional states of the play.



The five honors students in English gather around Professor George P. Hayes in one of their joint conferences. Left to right, standing: Doris Sullivan, Annie Charles Smith, Hunt Morris, Kate Elmore. Seated: Nancy Parks.



For the honors student in science, research means absorbing hours in the laboratory. Professor W. Joe Frierson watches Mary Jo Ammons pursue her experiments in chemistry.

Nancy Parks, of Durham, N. C., undertook the most unusual project in English: the writing of a series of six short stories dealing with life in a Southern cotton mill town. Entitled *The Lint Dodgers*, the collection is unified by the appearance of some characters in more than one story and by the use of a common locale. Guiding her work was Dr. Margret Trotter, who in June published her own second short story in *The Saturday Evening Post*.

A second Shakespeare student was Annie Charles Smith of Christiansburg, Va., who under Mr. Hayes' direction wrote on the religious element in *Hamlet*—the evidences of Christianity both in the play itself (the observance of religious customs, the use of Biblical imagery and references, etc.) and in the religious experiences and growth in the character of Hamlet himself.

To Doris Sullivan of Decatur came the unusual privilege of interviewing the subject of her research: Robert Frost, who visited Agnes Scott in March. The finding of her honors paper was that

Frost's poetry has permanent value because of its revelation of the lasting truths of life through his chosen symbol—New England. Dr. Emma Ma Laney, a friend of Frost for years, directed the work.

CHEMISTRY.

Chromatography, an analytical procedure by which substances are separated because of differences in their degrees of adsorption on an adsorbing medium, was the subject investigated by Mary Jo Ammons of Augusta. With the guidance of Dr. W. J. Frierson, she worked toward development of a new qualitative method of analysis of the common inorganic cations which would be simpler to carry out and would give more accurate results than the method of separation by a series of precipitations now in common use. Her results showed definite promise for the success of the new method.



Harriette Winchester and Professor Henry Robinson consult on a problem in mathematics.

PSYCHOLOGY.

Julia Blake, of Tallahassee, Fla., wrote her paper on the dynamics of personality formation—the process of adjustment and maladjustment. Attempting to explain the way in which personality develops and the reasons for the development of different types of personality in different people, she devoted a large portion of her treatise to the development of maladjustment, with emphasis on its minor forms. Her adviser was Dr. Katharine Omwake.

INTER-AMERICAN RELATIONS.

Nan Johnson of Jacksonville, Fla., who plans to work toward a State Department job by serving as an officer in the army, made a study of the movement for the collectivization of the Monroe Do-



Each honors student has her own carrell in the library stacks. Here Julia Blake makes notes for her thesis in psychology.

ine. Her search, directed by Dr. Catherine Sims, was for the motivating forces and the success and failure of the effort to make the principles of the doctrine the joint responsibility of all the Pan-American nations. A double major in Spanish and history-political science gave her background for the research.

LATIN.

Katherine Geffcken of Dunwoody, Ga., made an intensive study of Horace, with special emphasis on his theory of art and poetry, and produced a paper titled "Horace: A Harmony of Theory and Practice." Her thesis was that Horace's theory is solid and meaningful because it was the logical outgrowth of his own nature and personality and because it was successfully put into practice in his own works. Dr. Kathryn Glick directed her research.

MATHEMATICS.

"Since I am doing my honors work in mathematics, most people know as little about the subject of my paper after I tell them as they did before," lamented Harriotte Winchester of Macon in



Katherine Geffcken and Professor Kathryn Glick in a cheerful moment with Horace.

response to a query. "Nevertheless—this year I have been studying different types of geometry and my paper concerns homothetic properties of geometric figures from the standpoint of plane geometry, projective geometry and homothetic geometry." She did her work with the guidance of Dr. Henry Robinson.

SPANISH.

Don Quixote as a universal and national book was the topic discussed by Edith Stowe of Charlotte, N. C., whose paper was written entirely in Spanish. Under the direction of Dr. Muriel Harn, she took up the background of the period which influenced Cervantes in his writing, the evidences of national and universal thought, and the criticism through the centuries which might be taken to prove the existence of these two characteristics.



Edith Stowe and Professor Muriel Harn making a bibliographical decision for Edith's paper.

Honors Reading At Agnes Scott

By George P. Hayes
Professor of English

The ideas of honors reading has a distinguished history which carries us back to England at the beginning of the nineteenth century. The introduction of the distinction between pass work and honors work gradually revolutionized the intellectual atmosphere of Oxford University. So great is the prestige of the honors program there and elsewhere in English universities that, according to Aydelotte, graduation with first or second honors is necessary for an intellectual career and a good basis for prediction of success in later life. From England the idea spread to this country, particularly after World War I, and at present about three-fourths of the colleges and universities on the approved list of the Association of American Universities distinguish between a pass and an honors degree. Thus the honors reading program may be called the apex of our educational pyramid, the heart of the liberal college.

Before the honors program was set up, gifted students were often inclined to taper off in their work in senior year instead of bringing it to a significant culmination. The general idea behind the program is to free the gifted student from petty day-by-day assignments; let her know that she is no longer

slave to a bell and vassal to an hour; give her an area of knowledge to work up for herself, an area which she has chosen as one suited to her individual interests and aptitudes; rely on the *dynamic* conception of human nature which recognizes that the primary task in all education is to awaken the inner activity, the desire, the initiative of the student; give her a sense of freedom, of intellectual adventuring "on her own" and invite her to

accept intellectual responsibility; let her set her own pace, define the limits of her subject and work up what she thinks important; offer her the chance to learn what it means "to wrestle with a topic and a bibliography" (Aydelotte); give her time for quiet brooding and leisurely assimilation, time to center all her powers upon a single subject; encourage her to think for herself, to develop a critical and independent habit of mind and to express herself effectively and if possible with some distinction: do these things, and in return the student will find that true study, like the best teaching, is action and is fired with passion. She will devote herself to struggling with great tasks. She will not merely do *more* work than before but also work of superior quality and significance. She will bring her studies to a head instead of leaving them as mere *disiecta membra* of courses and credits. And she will discover, in the words of Janef Preston "intellectual and spiritual allegiances which will continually renew the life within."

The honors examinations at the end of the program are, and by right ought to be, an ordeal. However, as Virgil said to Dante when they faced the fire of Purgatory,

Here may be torment, but not death.

It should be borne in mind, too, that while the honors student will look forward to the examinations with apprehension, she will look back upon them afterward with pleasure. At least one honors student said last May that the writing of her examinations was one of the most thrilling experiences of her life.

The honors program necessarily involves specialization, concentration. One philosophical justification for specializing is given by Whitehead when he says, "Mankind is naturally specialist. Whenever you exclude specialism in education, you destroy life." On the other hand, "One way of encouraging *general* mental activity is to foster *special* devotion" (Italics mine).

One type of specialization, which does not belong in a liberal college, consists of making trivial discoveries in an excessively narrow field. Such "original research," as it is improperly called, is often of a pre-professional or vocational character. Its effect upon the student is dessicating and stultifying rather than liberating.

A type of specialization appropriate to the liberal college may well begin with mastery at a given

ent in a given subject but will often carry the
ident into one or more cognate fields or depart-
ents and will thus bring about what Aydelotte
is a "cross-fertilization of ideas." Such research
all involve seeing a problem from many sides,
comprehending it in its inter-relations, synthesizing
as well as analyzing, and grasping its broadest phil-
osophic implications. To borrow a phrase from
Theodore Greene, the completion of such research
means "intellectual maturity."

The process of mastering any subject has been
divided by Whitehead into the three stages of ro-
mance, precision and generalization.

The stage of romance may be figured forth by
the youthful Keats going through the newly dis-
covered *Faerie Queene*, "as a young horse would
trot through a spring meadow—ramping," or by the ex-
perience of the astronomer in Keats' sonnet "when
a new planet swims into his ken," or by the revela-
tion of the wonders of the infinitely little in a
microscope. The stage of romance is the initial and
bolder exploring of a new field "with a wild sur-
mise," the excitement of immersing oneself in un-
familiar material and pursuing its implications. It
is a stage of free roving, of imaginative freshness,
unfettered by a "tumultuous desire for merging per-
sonality in something beyond itself" (Whitehead).
It is a period of wonder and of freedom.

It leads naturally into the second stage, of pre-
cision and discipline. The student's determination
to master a subject which has aroused her interest
leads her to impose upon herself, of her own free
will, a discipline which alone can bring an increase
in power and wisdom. The second stage, then, in-
volves the application of a technique, the acquisi-
tion of exact knowledge, the systematic develop-
ment of inferences, a patient weighing, testing and
analysis of data, and the precise formulation of re-
sults.

At this point the second stage merges into the
third, that of imaginative synthesis, when the stu-
dent learns to "realize the nature of responsible
generalization." Then in the light of that generali-
zation the details which she has mastered, the tech-
nique and self-discipline which she has acquired,
take on a new significance and give her an increase
in personal power. At this moment, too, the sense
of freedom characteristic of the first stage of ro-
mance and subordinate in the second stage of pre-

cision becomes dominant again but on a higher
plane.

The student now has a few vital and hardly won
generalizations in mind and a firm grasp on their
implications and their applicability in a variety of
situations. At this point it is most important not to
allow her ideas to remain inert in the mind. She
should put them at once to some sort of use—try
them out on her friends, for example—and thus
bring it about that they transform her very man-
ner of thought, her entire intelligence. She should
learn to distinguish, in Aydelotte's phrase, between
an abstract formula and a living point of view.
Says Whitehead, "The habit of the active utiliza-
tion of well understood principles is the final pos-
session of wisdom."

Nor does she rest even here. For the scientist,
continues Whitehead, does not merely want to
know. "He acquires knowledge to appease his pas-
sion for discovery. He does not discover in order
to know, he knows in order to discover." Hence un-
der the motive power supplied by the sense of ro-
mance which has been revived by her generaliza-
tion, she is already embarked on a new voyage of
discovery, but, as I have said, on a higher plane
than before, and so she goes on and on, ever spiral-
ing upward.

While you are pursuing this endless quest, what
fruits accrue to you? Dante tells us that the saved
in Paradise are of varying degrees of brightness de-
pending on their varying capacities of seeing God:
the keener the vision the greater the love, and the
greater the love the greater the joy. Vision . . . love
. . . joy.

Vision gives possession of the object—including
possession of it by the imagination, "often the key
to reality" (Wriston). The imaginative possession
of a work of art has been described by Henri Fo-
cillon in words which might perhaps apply also to
the scientist's imaginative possession of his subject:
"the lover of a work of art—that is, the man of
true sensitivity and wisdom—loves it for itself
alone, whole-heartedly, and in his unshakable be-
lief that he may seize hold of it and possess its very
essence he weaves about it the mesh of his inmost
dreams."

Vision of the object leads to love of it, and love
leads to joy in it. And as man is by nature a social
animal, he must needs share his delight with oth-
ers. One of the supreme pleasures of study, of life



Interviewing the subject of her honors thesis was a special stimulus to Doris Sullivan at the time of Robert Frost's visit to Agnes Scott early in the spring. In this picture they stand before a Frost exhibit in the Library.

in a graduate school for example, is eager converse with one's fellows, particularly with those in the same line of study, when the passion of the mind and the passion of friendship intermingle. On the other hand, as Howard Lowry says, "One of the deepest forms of human loneliness is the loneliness of seeing beauty and grandeur by oneself—scenery, painting, and famous historical places. There is something acutely miserable about coming suddenly on a fine passage in a book without being able to hand it at once to all your best friends." Lowry continues: "The best talk I ever heard about dinner tables or in Oxford common rooms, where talk is famous, was the bright social up-pouring of men who had filled their mental reservoirs alone. To be a great companion you must first be a great solitary."

Having first been great solitaires, we are then

entitled to the fruits of leisure—that sort of leisure which has been best described by Jacques Maritain: "Only that leisure . . . is suitable to what is most human in man, and *is of greater worth than work itself*, which consists of an expansion of our inner activities in enjoying the fruits of knowledge and beauty" (Italics mine). That is doubtless what Aristotle means when he says that we work in order that we may have leisure. And now a final word of the role of the teacher in the honors reading program. In the course of the year it will become increasingly secondary. The teacher, says Whitehead, should exhibit himself to the student "in his own true character—that is, as an ignorant man thinking, actively utilising his small share of knowledge." He will hope to elicit enthusiasm from the student "by resonance from his own personality, and to create "the environment of a larger know-

age and a firmer purpose." "thought" as Carlyle says, "kindling itself at the fire of living thought." To adapt the words of Emily Dickinson, the teacher will aspire to communicate not merely the facts, but the incandescence, of scholarship. He is there to avoid that waste of time and energy which is nature's way of evolution. Maritain adds that the teacher's art, like the doctor's, cooperates with nature and is subservient to it.

The relationship between teacher and student is sort of reversal of the method used in grafting. Instead of splicing a wild and vigorous shoot upon old stock, we graft the knowledge and experience of age upon the zest and imaginative vitality of youth and thus bring forth fruit more abundantly. According to a charming Elizabethan poem,

Crabbed Age and Youth
Cannot live together:
Youth is full of pleasance,
Age is full of care;
Youth like summer morn,
Age like winter weather.

And the poem concludes, logically enough,

Age, I do abhor thee;
Youth, I do adore thee.

Yet in the honors reading program Age and Youth *can* live together, to the profit of both. For strangely enough, the students may think, we teachers receive much from them. Not merely does their youth renew our age. They have insights that have never come to us, which will help us forward, too. In the course of our discussions a spark will occasionally fall from heaven which we together—



Weekly conferences with the advising professor help to chart the course of honors work, which otherwise proceeds entirely on the initiative of the student. Here Nan Johnson and Dr. Catherine Sims discuss source material for Nan's researches on recent developments related to the Monroe Doctrine.

teacher and student—fan eagerly and tend till it burns with a strong steady flame. These flashes of insight, when together we rise from accidents to universals, culminate in an engaging of the will, an energizing activity, which in turn leads to new insights and the determination of the whole bent of personality.

Gradually they, who may at first lean heavily upon us, learn to arrive at independent judgments of their own. We teachers shall not have accomplished our mission till they have freed themselves from us. As freshmen, sophomores, juniors their relation to the teacher was like that of Everyman to Knowledge, who said,

I will go with thee and be thy guide,
In thy most need to go by thy side.

On the other hand when they graduate from college they will be, like Newton in Wordsworth's image,

Voyaging through strange seas of Thought, alone for ever.
As honors students they move from the first of these positions toward the second. And at the end of the year we can say to them what Virgil, the symbol of Reason, said to Dante after they had passed through the pains of Purgatory and were arrived at the Earthly Paradise:

Forth art thou from the steep ways, forth art thou from
the narrow. See there the sun, which is shining on thy
front . . . Expect no more or word or sign from me . . .
Thee over thyself I crown and mitre.

The relationship between teacher and student may be expressed after the following manner, for which I am indebted to the great classical scholar of Harvard, Werner Jaeger. At the end of his treatise on ethics Aristotle—great humanist as well as great scientist—wrote: "Man must not, as the poets tell us, strive for human things, nor, because he is mortal, attend only to mortal things, but he should, as far as possible, make himself divine" or pursue a divine life. "This is done according to Aristotle by the 'divine part of man', the intellect." "Aris-

totle is thinking of the contemplative life of the philosopher and the vision of God in which his ideal of the philosophical life reaches its climax.

Many centuries later Dante found this famous passage from Aristotle's *Ethics* in the Commentary of Thomas Aquinas and loved it. It meant to him that man's supreme duty is to acquire the science and art of bringing human nature to its highest fulfilment, or as Lowry expresses it, "the thrilling doctrine . . . of man's best self coming to its full perfection and awareness." When Dante made his journey through Hell he meets there, to his surprise and sorrow, his former teacher, Brunetto Latini. "Are you here, Ser Brunetto?" Dante exclaims, deeply moved. But his loyalty and gratitude are unshaken. Remembering the passage in his Aristotle, Dante says, "On earth you taught me how man makes himself divine." He means that Latini has fulfilled his task as teacher "in the true sense of Aristotle and St. Thomas. He has shown Dante in his youth the path which leads to the eternal things"—to that which abides.



Picture courtesy The Atlanta Journal

President McCain congratulates 1949's three high honor graduates, Harriotte Winchester, Mary J. Ammons, and Katherine Geffcken.

Wanted – Agnes Scott Material for The Library Collection

by Edna R. Hanley

Librarian

An important collection in any college library is that of the publications of the institution and of its faculty, alumnae and students. During the past fifteen years considerable material has been collected by us at Agnes Scott and is kept together in one part of the Library stacks. An appeal was made in 1942 to the alumnae for assistance in building up the files. The results were very rewarding and new, because of the stimulus given at that time, we are making another appeal. Miss Louise McKinney, President McCain and Miss Frances Wood have contributed programs, annuals, college bulletins, clippings, etc. Among alumnae who have given are Polly Stone Buck, Mary Virginia Allen, Miss Eve Rozier, Grace W. Hardie, Marjorie Cole Daniels, Carrie Scandrett, and Penelope Brown Bennett.

Mnemosynean

The earliest student publication at Agnes Scott is The Mnemosynean. The first issue was published in 1891 with Kate Logan Good as editor. Unfortunately there are no copies of this volume in the file in the Library. The issues which we have are:

vol. 2, no. 8, June 1893
vol. 3, nos. 7 and 9, March and June 1894
vol. 4, no. 1, Sept. 1894
vol. 7, nos. 3 and 17, Dec. 1897 and Apr. 1898
vol. 8, nos. 4, 5, 7, 8, 9, Jan., Feb., Apr., May, June 1899

The editors of this first student publication are:

1891-92 Kate Logan Good
1892-93 Eloise Martin
1893-94 Mary Barnett Martin
1894-95 Esther Boyle Baptist
1895-96 Carolina Haygood Harris
1896-97 Cora Strong and M. Eugenia Mandeville Watkins

1897-98 Lucile Alexander and Nellie Mandeville Henderson

1898-99 Evelyn Ramspeck Glenn and Annie Gash

Do these names refresh your memory, or give any clue to the possible location of some of these volumes?

Aurora

The second publication was The Aurora, first published in 1897 as an annual and continued as an annual for 1898 and 1899. From Miss McKinney and Miss Alexander we learn that because of a scarlet fever epidemic the Institute was closed in March 1900 for the remainder of the year and no annual was published.

In 1900-01 The Aurora appeared as a monthly publication, edited by the two literary societies. Undoubtedly at this time the publication of The Mnemosynean was discontinued, but the numbering of the volumes was continued with The Aurora. The following information with regard to the editors has been gathered from The Silhouette:

vol.10	1900-01	Marie L. Wilson
vol.11	1901-02	Martha Cobb Howard Spear
vol.12	1902-03	Emily Winn
vol.13	1903-04	Martha Hansell Merrill
vol.14	1904-05	May McKowen Taylor
vol.15	1905-06	?
vol.16	1906-07	Sarah Boals Spinks
vol.17	1907-08	Mary Dillard Nettles
vol.18	1908-09	Ruth Marison Wisdom
vol.19	1909-10	Mildred Thomson
vol.20	1910-11	Geraldine Hood Burns
vol.21	1911-12	Antoinette Blackburn Rust
vol.22	1912-13	Emma Jones Smith
vol.23	1913-14	Charlotte Jackson Mitchell
vol.24	1914-15	Emma Jones Smith
vol.25	1915-16	Louise Wilson Williams
vol.26	1916-17	India Hunt Balch

- vol.27 1917-18 Olive Hardwick Cross
- vol.28 1918-19 Dorothy Thigpen Shea
- vol.29 1919-20 Laura Stockton Molly Dowling
- vol.30 1920-21 Rachel Rushton Upham
- vol.31 1921-22 Elizabeth Wilson
- vol.32 1922-23 Lucile Little Morgan
- vol.33 1923-24 Janice Brown
- vol.34 1924-25 Elizabeth Cheatham Palmer
- vol.35 1925-26 Grace Ogden Moore
- vol.36 1926-27 Roberta Winter
- vol.37 1927-28 Emily Kingsberry
- vol.38 1928-29 Mary Rembert Ellis Shelton
- vol.39 1929-30 Raemond Wilson Craig
- vol.40 1930-31 Ellene Winn
- vol.41 1931-32 Sarah Lane Smith Pratt
- vol.42 1932-33 Gilchrist Powell Shirley
- vol.43 1933-34 Virginia Prettyman
- vol.44 1934-35 Anna Humber Little
- vol.45 1935-36 Lita Goss
- vol.46 1936-37 Elizabeth Espy Hooks
- vol.47 1937-38 Carol Hale Hollibaugh
- vol.48 1938-39 Julia Sewell Carter
- vol.49 1939-40 Mary Matthews Scott
- vol.50 1940-41 Sabine Brumby
- vol.51 1941-42 Neva Jackson Webb
- vol.52 1942-43 Jean Moore Tedesco
- vol.53 1943-44 Anastasia Carlos Hoffmann
- vol.54 1944-45 Inge Probststein
- vol.55 1945-46 Shirley Graves Cochrane
- vol.56 1946-47 Sophia Pedakis Papador
- vol.57 1947-48 Alice Davidson
- vol.58 (incorrectly numbered 56) 1948-49 Katherine Geffcken

Of The Aurora we have the following files:

- vol.10 no.5 April 1901
- vol.13 no.1 May 1904
- vol.14 nos.1,3,8 Oct., Dec. 1904, May 1905
- vol.19 nos.1,2,3,7 Oct., Nov., Dec. 1909, April 1910
- vol.20 nos.1-6 Nov. 1910—April 1911
- vol.21 nos.2-4 Nov. 1911—Jan. 1912
- vol.23 no.7 May 1914
- vol.28 nos.1-2
- vol.30 nos.1-3
- vol.31 nos.1-2

vols. 27, 29, 32 through the current volume 58 are complete.

For the year 1905-06 we have no copies of any student publications on file. Can anyone give information as to whether The Silhouette or The

Aurora was published that year, and who the editors were?

Silhouette

The Silhouette was first published in 1902. The title was suggested by Miss Anna Lytle, one of the teachers of English. The following quotation is from the 1902 Silhouette: "The greatest achievement of the Junior Class (Class of 1903) was that of giving to Agnes Scott 'The Silhouette'. When the question of having an annual arose among the students, the Juniors with characteristic zeal took the responsibility upon themselves and this little book will always be cherished as in a peculiar sense their own". An annual has been published each year since then with the apparent exception of the years 1906 and 1919. Of The Silhouette we desire copies for the following years: 1904, 1906, 1915, 1919, 1923, 1928, and 1944.

The following are the Silhouette editors of the years for which the Library has copies:

- 1902 Meta Barker, Emily Winn
- 1903 Laura Candler Wilds
- 1907 Elizabeth Curry Winn
- 1908 Elva Drake Drake, Mary Dillard Nettles
- 1909 Eugenia Fuller Estes, Annette McDonald Suarez
- 1910 Mattie Hunter Marshall, Mildred Thorson
- 1911 Mary Wallace Kirk, Sadie Gober Temp
- 1912 Ruth Slack Smith
- 1913 Olivia Bogacki Hill, Frances Dukes Wynne
- 1914 Sarah G. Hansell Cousar
- 1915 Kate L. Richardson Wicker
- 1916 Eloise Gay Brawley
- 1917 Mary Spottswood Payne
- 1918 Catherine Reed Rolhe, Lois Eve Rozier
- 1920 Louise Slack Hooker
- 1921 Frances Markley Roberts
- 1922 Laura Oliver Fuller
- 1923 Alice Virden
- 1924 Polly Stone Buck
- 1925 Margery Speake
- 1926 Nan Lingle
- 1927 Rachel Henderlite
- 1928 Bayliss McShane
- 1929 Marion Green Johnston
- 1930 Margaret Ogden Stewart
- 1931 Shirley McPhaul Whitfield
- 1932 Penelope Brown Barnett
- 1933 Caroline Lingle Lester
- 1934 Elinor Hamilton Hightower

35 Caroline Long Sanford
 36 Shirley Christian Ledgerwood
 37 Barton Jackson Cathey
 38 Virginia Watson Logan
 39 Adelaide Benson Campbell
 40 Lutie Moore Cotter
 41 Gene Slack Morse
 42 Julia Ann Patch Drummond
 43 Ruth Lineback Von Arx
 44 Ann Jacob
 45 Elaine Kuniansky Gutstadt
 46 Peggy Willmon Robinson
 47 Eleanor Calley Story
 48 Margaret Yancey
 49 Tilly Alexander

Agonistic and Agnes Scott News

During the year 1915-16 the need was felt for a
 weekly publication. The promoters of this
 were Spottswood Payne and Anne Kyle Mc-
 ghlin. The first issue to appear was dated Feb-
 ruary 11, 1916, and was under the editorship of
 Laurie Caldwell Tucker. The Library has a copy
 of this first issue, but other issues in the volume
 are lacking. For a partial file of the second volume
 are indebted to Lois Eve Rozier; however,
 numbers 4, 12 and 19 are lacking. The listing be-
 low includes the names of the editors for the vari-
 ous years, with the copies in the Library.

L. 1 1916 Laurie Caldwell Tucker no. 1
 L. 2 1916-17 Lois Eve Rozier nos. 1-3, 6-11,
 13-18, 20-25
 L. 3 1917-18 Margaret Rowe Jones no. 15
 L. 4 1918-19 ?
 L. 5 1919-20 Frances Markley Roberts no.
 11 Jan. 24, 1920
 L. 6 1920-21 Nell Buchanan Starcher and
 Polly Stone Buck No. 1 (Sept.
 21, 1920) through no. 6 (Nov.
 2, 1920), incorrectly marked as
 volume 5
 L. 6 1920-21 Nell Buchanan Starcher nos. 7
 through 21
 L. 7 1921-22 Eleanor Hyde nos. 1, 3-5, 7,
 9-18, 22
 L. 8 1922-23 Mary Hemphill Greene nos. 1,
 2, 4-7, 10, 15
 L. 9 1923-24 Mary Hemphill Greene nos.
 1-16
 L. 10 1924-25 Dorothy Keith Hunter nos.
 18-18, 20-21, 23-24

vol.11 1925-26 Louisa Duls nos. 1, 3, 7, 8, 12,
 17-19, 21, 23, 25
 vol.12 1926-27 Frances Buchanan complete
 vol.13 1927-28 Carolyn Essig Frederick nos. 1,
 2, 4-8, 10, 13-24
 vol.14 1928-29 Elizabeth Merritt Johnston
 complete
 vol.15 1929-30 Alice Jernigan Dowling nos. 1,
 7, 12, 21
 vol.16 1930-31 Julia Thompson Smith nos. 1-
 10, 12-17, 19-22
 vol.17 1931-32 Betty Bonham nos. 1-15, 17-21
 vol.18 1932-33 Elizabeth Lynch complete
 vol.19 1933-34 Mary Hamilton McKnight
 complete
 vol.20 1934-35 Loice Richards complete
 vol.21 1935-36 Lulu Ames complete
 vol.22 1936-37 Laura Steele complete
 vol.23 1937-38 Hortense Jones Kelly nos. 1-8,
 10-22
 vol.24 1938-39 Mary Frances Guthrie Brooks
 complete
 vol.25 1939-40 Eleanor Hutchens complete
 vol.26 1940-41 Elaine Stubbs Mitchell com-
 plete
 vol.27 1941-42 Bee Bradfield Sherman com-
 plete
 vol.28 1942-43 Martha Dale Moses complete
 vol.29 1943-44 Madeline Rose Hosmer Bren-
 ner complete
 vol.30 1944-45 Leila Holmes complete
 vol.31 1945-46 Martha Baker complete
 vol.32 1946-47 Joanne Benton complete
 vol.33 1947-48 Harriet Gregory complete
 vol.34 1948-49 Lorton Lee complete

Of the thirty-four volumes of Agonistic and Ag-
 nes Scott News, we have seventeen complete files
 in the library. Recently these have been bound,
 and we are most anxious to complete the entire
 files and have them bound.

Students' Handbook

It is not known when the Students' Handbook
 was first published. The first copy in the Library
 is dated 1914, contains forty pages, and measures
 three and one-half inches by six inches. The first
 issues were "presented by the Young Women's
 Christian Association of Agnes Scott College" and

we have copies of the following:

- 1914-15 Mary Hamilton '15, Chairman
- 1917-18 Agnes Scott Donaldson '17, Chairman
- 1918-19 Katherine Seay '18, Chairman
- 1920-21 Virginia McLaughlin '20, Chairman
- 1921-22 Mary McLellan Manly '22, Chairman
- 1922-23 Quenelle Harrold Sheffield '23, Chairman
- 1923-24 Beulah Davidson Parsons '24, Chairman
- 1924-25 Frances Lincoln Moss '25, Chairman
- 1927-28 Leila Anderson '28, Chairman

Is there anyone who will inform us as to when the first Student Handbook was published? Of course we shall be delighted to have copies of the missing issues: 1915-16, 1916-17, 1919-20, 1925-26, 1926-27.

The first copy of the "Students' Handbook of Information" to be published by the Student Government Association is dated 1922-23. It is the same size as our current issue but contains thirty pages in comparison with the one for 1948-49 containing 127 pages.

Listed below are copies in the Library with names of the presidents of Student Government:

- 1922-23 Hilda McConnell Adams
- 1923-24 Carrie Scandrett
- 1925-26 Virginia Browning
- 1926-27 Elsa Jacobsen Morris
- 1927-28 Janet MacDonald
- 1928-29 Elinore Morgan McComb
- 1929-30 Martha Stackhouse Grafton
- 1930-31 Ellen Davis Laws
- 1931-32 Andrewena Robinson Davis
- 1932-33 Margaret Ridley Beggs
- 1933-34 Mary McDonald Sledd
- 1934-35 Alberta Palmour McMillan
- 1935-36 Adelaide Stevens Ware
- 1936-37 Alice Hannah Brown
- 1937-38 Laura Coit Jones
- 1938-39 Mary Ellen Whetsell Timmons
- 1939-40 Henrietta Thompson
- 1940-41 Frances Breg Marsden
- 1941-42 Virginia Montgomery
- 1942-43 Frances Radford Mauldin
- 1943-44 Anne Ward
- 1944-45 Margaret Milam
- 1946-47 Jane Meadows Oliver
- 1947-48 Amelia Davis

1948-49 Nancy Parks

1949-50 Sarah Tucker

Copies for 1924-25 and 1945-46 are needed.

Alumnae Writings

The Library is interested in acquiring all published work of Agnes Scott alumnae—magazine articles as well as books. We now have writings by Evelyn Hanna, Mary Knight, Margaret Phythia, Ellen Douglass Leyburn, Janef Preston, Robert Winter, and others.

The Louise McKinney Book Award

In the fall of 1931, Miss Louise McKinney and Miss Janef Preston, two members of the English faculty, conceived the idea of a book contest for the purpose of stimulating reading and book collecting among the students of Agnes Scott. The idea had come from an article by Edward Newton, the famous book collector of Philadelphia, in the October 1931 Atlantic Monthly, in which he told of the circumstances under which he came to offer a prize to the Swarthmore College senior who made the best collection of books in the college year and of the conditions which were imposed: that there should be at least fifteen books in the collection and that the student should own them not only physically but spiritually.

At Agnes Scott the offer was open to any student, not necessarily a senior. The first year it was awarded at Commencement simply as the Bury Prize. The next year it was called the Richard Bury Prize, named for the thirteenth century book lover and book collector whose essay "The Love of Books: the Philobiblon of Richard de Bury," first printed in 1473, was an enthusiastic Latin eulogy of books and learning.

After Miss McKinney's retirement members of the faculty with Miss Emma May Lancy as chairman collected a permanent endowment of \$1000 the income of which is given annually to the student who, in the opinion of the judges, acquired during the current year the most interesting and discriminating personal library and who revealed a real understanding of her books. The name of the prize was changed to the Louise McKinney Book Award, in honor of Miss McKinney, professor emerita of English, who during her years of teaching awakened in many Agnes Scott students a love of reading and a delight in the ownership of books.

The following is the list of the winners of the award since 1932:

- 1932 Virginia Prettyman
1933 no award made
1934
1935
1936 Julia Patterson Sewell
1937 Elizabeth Warden
1938 Mary Ann Kernan, honorable mention of Ann Worthy Johnson
1939 Henrietta Blackwell
1940 Carolyn Forman, honorable mention of Frances Breg and Nicole Giard
1941 Pattie Patterson, honorable mention of Elaine Stubbs and Claire Purcell
1942 Anastasia Carlos, honorable mention of Mary Olive Thomas

- 1943 Laura Cumming, honorable mention of Sara Jean Clark
1944 Shirley Graves, honorable mention of Ceevahr Rosenthal and Frances DuBose
1945 Marie Beeson, honorable mention of Virginia Bowie and Beth Daniel
1946 Mary Beth Little, honorable mention of Ruth Simpson and Angela Pardington
1947 Angela Pardington
1948 Hunt Morris, honorable mention of Martha Stowell
1949 Kate Elmore

Our records do not indicate if an award was made for the years 1934 and 1935. If anyone has information with regard to awards for either of these two years, Miss Preston or I shall be grateful for it.

Phi Beta Kappa Elects Three Alumnae for Outstanding Achievement

Three alumnae were named to honorary membership in Phi Beta Kappa by the Agnes Scott Chapter at its annual election in April.

Age Ackerman '33, Katharine Woltz Green '33, Clyde Pettus '07 were singled out by the society as alumnae whose work had been distinctive in graduation.

Age Ackerman's scholarly work with rare books, her career as a librarian, was emphasized in the election read at the announcement service in Presbyterian Hall. Now with the Union Theological Seminary in Richmond, Va., she was formerly curator of a special collection at Columbia Theological Seminary in Decatur. She holds an Army Distinguished Award for her contribution to war morale in organizing and administering the library at Aberdeen Proving Grounds, Md., during war. This fall she will go to the University of California at Los Angeles to assume charge of the library of the University's new graduate school of library service.

In honor graduate with the Class of 1933, Kitty Woltz Green was recognized at the exercises as an alumna "who has steadily brought her powers of leadership to bear in her work in education and in

civic affairs, especially as a national officer of Mortar Board and as president of the Agnes Scott Alumnae Association." She served as a section director and later as national treasurer of Mortar Board, and was president of the Association in 1944-45.

Clyde Pettus, associate professor in the school of library science at Emory University, has published widely in the field of library science. She has been prominent also as an officer in national, regional and state library associations.

Fourteen undergraduates, members of the Class of 1949, were chosen by Phi Beta Kappa in the April election:

Mary Jo Annmons, Augusta, Ga.; Julia Blake, Tallahassee, Fla.; Sue Tidwell Dixon, Atlanta; Kate Durr Elmore, Montgomery, Ala.; Katherine Geffcken, Dunwoody, Ga.; Nan Johnson, Jacksonville, Fla.; Ruth Hunt Morris, New Bern, N. C.; Nancy Parks, Durham, N. C.; Mary Price, Salt Lake City, Utah; Charlie Smith, Christianburg, Va.; Edith Stowe, Charlotte, N. C.; Doris Sullivan, Decatur; Olive Wilkinson, Newnan, Ga.; Harriette Winchester, Macon, Ga.

ALUMNAE HERE AND THERE



Mrs. Hamilton and four of the pictures she exhibited in Atlanta. Her collection represented three periods of development in art. Shown with her own work was that of four of her students, one of them an Agnes Scott alumna, Peggy Van Hook ex-'47.

Leone Bowers Hamilton '26, recognized Georgia artist and teacher of art, in April presented selections from her own work and that of four of her students in an exhibit at the art gallery of the University of Georgia's Atlanta Division.

All done in the 1940's, but showing through many changes the same colors that appeared in her first exhibition in Birmingham, Ala., when she was fifteen, "Redd" Hamilton's pictures represented three distinct periods of development.

There was a still life: a bowl, a plate, a pitcher, and a vase, placed on a table with a background of

folded drapery. This was rendered in a traditionally academic way and looked so natural that the observer felt as if he could reach out and grasp the objects. Color photography, Redd explained dryly, would produce the same result.

In the second group were creative expressions with such titles as *City Farm*, *Red Urn*, *Dictation*, *Lumber Yard*, and *This Is Our Town*. The last named is the picture of the Decatur depot shown at the upper left. These pieces of work were more exciting in line and more personal in interpretation. Although the painter had reproduced the

cts before her, yet lines, areas, and volumes had been manipulated to enhance the design. The things done to lend interest were those which could be learned by any ardent student: not exactly rules followed, but a clever arranging which the artist had learned.

Harder to understand and not so easy to imitate were the paintings of the third group, which were entirely personal expressions stemming from objects and scenes. In this group were *City Mill*, *Old First*, *Recess*, *They Insisted That I Stay to Breakfast*, and a still life in one movement. *Recess*, shown in the upper right, in the photograph, was a study made from two children seen at the fountain in the school yard at recess period. The medium was aque water color, color tensions (the pull of one color against another) being used, instead of shading, to create volume. *Old First* is the Methodist church in Decatur and was an oil painting in which lavender and pink tones predominated. These pictures were a result of the artist's being conscious of the boundaries established by the four edges of the surface worked on and of each area in its relationship to that picture plane.

Red Hamilton, who is studying this summer in Massachusetts with Hans Hoffmann, a teacher of abstract art work, is a former member of the Agnes Scott Art Department. Recently she has taught elementary school children under the program of the Decatur Recreation Board, taking a selected group in soapstone carving, etching, and crafts in general as well as for painting. The work of her pupils at a DeKalb County school, Hooper Alexander, where she taught all grades, will be exhibited at the DeKalb County Fair this fall.

Students of college age and older meet in her home for evening lessons, genial sessions in which the development of technique to further individual expression and style is pursued. For about a month of the year, this group went to Athens once a week to study with Carl R. Holty, a visiting scholar at the University.

At Agnes Scott, she has worked with the College Dance Group in costume design and execution for productions of *Les Sylphides*, *Rhapsody in Blue*, *Hungarian Rhapsody*, *Giselle*, *Swan Lake*, and *Pygmalion*.

Her daughter, Sarah Crewe Hamilton, will enter Agnes Scott this fall.

Amelia Adams Harrington, Inst., chairman of Red Cross volunteer services in Atlanta and 1948 woman of the year in civic service, placed a contributor's pin on Thomas L. Thomas when he was in Atlanta for a concert at Agnes Scott in March.

Maryellen Harvey Newton '16 spoke at the victory dinner for the recent Red Cross drive workers of DeKalb County April 15 at Emory University. She thanked the campaign workers for bringing the county quota of \$30,000 over the top.

Sarah Belle Brodnax Hansell '23 went to San Francisco in March to attend the national conference of the Young Women's Christian Association.

The family of Louise Brown Hastings '23, known for its plantation hospitality, was the "How America Lives" family of the month in the April, 1949, Ladies Home Journal. The article begins: "Louise Hastings is mistress of a 1513-acre plantation in the Gone With the Wind country near Atlanta. There's scarcely a week without a guest in the chintz-hung guest room. . . . But along with that, she's a clubwoman and lecturer. . . ."

Nancy Evans '24 has been named resident head of King settlement house in New Orleans. She received her master's from the University of Kentucky and did further work at Tulane School of Social Work.

The work of Dell Bernhardt Wilson '24 in vocational guidance at the Valdese, N. C., High School is singled out by a writer for the April, 1949, Ladies' Home Journal as an example for other communities to follow.

"Patent Pending Pfeiffer's Plastic Page Protector" is the head for an article in the April 1 Atlanta Constitution about Sally Shields Pfeiffer's cookbook protector, an idea which is being used widely over the nation, so widely in fact that Sally '27 now has a distributor to handle sales. The article

(Continued on Page 24)

THE ANNUAL MEETING

Minutes

The annual meeting of the Agnes Scott Alumnae Association was held on Saturday, June 4th, in Gaines Chapel, immediately following the Trustees' luncheon.

Betty Lou Houck Smith, President, called the meeting to order, and then presented Dr. McCain, who gave some of the highlights of the Campaign. He told of the dining hall and observatory to be erected, and of the infirmary, nearing completion, which was to be dedicated that afternoon. He said that money necessary for important endowment was yet to be secured. The Alumnae Association President called attention to the fact that only a small percentage of the alumnae have already given.

She next introduced Dr. Alston, who gave interesting impressions of his visits to alumnae in many cities. He expressed his feeling that a better interpretation of the Colleges is needed by alumnae, as well as stronger organization.

The President welcomed the graduating senior class as new members of the Alumnae Association. She announced the loss of two valuable staff members, Emily Higgins Bradley and Molly Milam, and the employment of the following staff members: Agnes Waters ex-'45—Office Manager; Hunt Morris '49—Office Assistant; Mrs. Marie Webb—House Hostess; Miss Berthe Landru—House Maintenance Manager; Mrs. Annie S. Otwell—Tea Room Manager.

Eleanor Hutchens, Director of Alumnae Affairs, reported next that the Alumnae Association has made advances in many realms. (See full text beginning on next page.)

The Nominating Committee next presented its slate of new officers for the two-year period 1949-1951. There were 262 members who voted on the

slate as it stood. The President then recognized the new members of the Executive Board:

Vice-President—Kenneth Maner Powell '27

Vice-President—Dorothy Holloran Addison '43

Treasurer—Betty Medlock '42

Tea Room Chairman—Mary Sayward Rogers '20

Grounds Chairman—Laurie Belle Stubbs Johnson '22

Residence Chairman—Grace Fincher Trimble '32

Nominating Committee Chairman—Eliza Kinney Paschall '38

Education Committee Chairman—Mary Wallack Kirk '11

Reelection of Frances Winship Walters as alumna trustee was ratified.

The meeting was then adjourned.

Respectfully submitted,
Jane Taylor White
Recording Secretary

Elections

Odd-year elections at the annual meeting of the Association in June placed four new members of the Executive Board and retained four others.

Dorothy Holloran Addison '43, under whose leadership the Atlanta Junior Agnes Scott Club last year became the first alumnae group to organize an effort for the College Campaign, was elected a Vice-President of the Association. Her chief duty will be the chairmanship of the House Committee, composed of the heads of the House Decorations, Residence, Tea Room, and Grounds committees, which coordinates plans and expenditures for the improvement of the Alumnae House. She succeeds Araminta Edwards Pate '25.

As Tea Room Chairman, succeeding Mollie Jones Monroe '37, Mary Sayward Rogers '28 was

amed to the Board. Her most recent service to the Association was as chairman of the 1949 class re-nions at Commencement time.

Laurie Belle Stubbs Johns '22, who as an officer of the Atlanta Agnes Scott Club was one of the leaders responsible for its banner 1948-49 season, was chosen to replace Vella Marie Behm Cowan '5 as Grounds Chairman.

Successor to Isabelle Leonard Spearman ex-'29 Residence Chairman is Grace Fincher Trimble '2, a former head of the Tea Room Committee.

Eliza King Paschall '38, already on the Board as an Alumna Trustee, was elected Nominating Committee Chairman. She succeeds Catherine Baker Matthews '32, who completed the unexpired term of Charlotte Hunter '29.

Reelected to their posts on the Board were: Kenneth Maner Powell '27, Vice-President; Betty Hedlock '42, Treasurer; and Mary Wallace Kirk '1, Education Committee Chairman.

Members of the Board who will continue in office, their terms expiring in 1950, are: Betty Lou Bouck Smith '35, President; Pernette Adams Carter '29, Vice-President; Jane Taylor White '42, Secretary; Jane Guthrie Rhodes '38, Publications Chairman; Julia Pratt Smith Slack ex-'12, House Decorations Chairman; Jean Bailey Owen '39, Special Events Chairman; Hayden Sanford Sams '9, Entertainment Chairman; Virginia Wood '35, Vocational Guidance Chairman; and Frances Radford Mauldin '43, Class Council Chairman.

Joining the Board by virtue of their presidencies of the three local Agnes Scott clubs are Lillian Leonte Haddock '29, Atlanta Club; Polly Jones Jackson '33, Decatur Club; and Minnewil Story McNeal '46, Atlanta Junior Club.

Frances Winship Walters, Institute, remains on the Board as an Alumna Trustee.

Director's Report

The alumnae of Agnes Scott this year have devoted nearly all the energies of their Association to the Campaign for the College. Yet, mainly through the good work of members of the Executive Board conspicuous advances have been made

in several phases of the national organization's normal program. These steps of progress and the Campaign effort have combined to bring us closer to the realization of our chief purpose, which is to form an effective bond of mutual interest and support between the College and the body of its alumnae.

The Campaign

At the beginning of the fiscal year 1948-49, the College undertook the financial maintenance of the Association in order that the Alumnae Fund might be suspended while the staff and the Executive Board applied themselves to the raising of \$300,000 toward the \$1,000,000 necessary to win the Campaign and thus obtain an additional \$500,000 offered anonymously by a friend of Agnes Scott. The College also paid the expense of publishing a new Alumnae Register, the first in ten years, which was compiled by the staff and distributed without charge to all alumnae last fall. Since then, the staff has prepared and dispatched seven general mailings urging alumnae to contribute; and the Association, with its President as general chairman of the Campaign, has sponsored individual solicitation of which the outstanding example has been the Atlanta-Decatur drive of February and March, when more than 1,000 personal calls were made under the direction of Katharine Woltz Green '33. A committee of alumnae husbands, headed by Mr. Henry E. Newton, has sought the support of all husbands in the drive. At present, with six months remaining before the deadline, \$70,000 of the \$225,000 lacking in the over-all Campaign is still to be raised by alumnae. More than half of our total has come in two magnificent gifts from alumnae of the Institute: \$100,000 given by Annie Louise Harrison Waterman for the endowment of a Department of Speech, and \$80,000 given by Frances Winship Walters for the completion of the new Infirmary, toward which she had previously contributed \$100,000. The other \$50,000 from alumnae has come in gifts ranging from \$1 to \$3,000 and in many cases represents the highest order of sacrifice and devotion to the aims of Agnes Scott and the cause of liberal education. We still have much to do, for only 1,000 of us have given, whereas we hoped that 3,000 would

join in the effort; but this \$50,000 which has come, in the first seven months of general solicitation, is half as much as we gave in the three-year period of the last Campaign, when pledges extended over five years; and the number of alumnae who have given this sum is 58 per cent of the number who gave last time. In addition, our gifts count more heavily toward meeting the needs of the College; for this has been the least expensive campaign ever waged by Agnes Scott. We must press on wholeheartedly to match the splendid spirit of our leading givers and to make the future of Agnes Scott secure.

Alumnae Clubs

Perhaps the greatest forward strides taken in regular Alumnae Association work this year have been in the realm of alumnae clubs. A vice-president of the Association was appointed to stimulate and develop club work with emphasis on a closer connection with the College and a clearer conception of the clubs as representing its interests in their communities. She has corresponded with acting and potential club leaders, has produced a *Handbook for Clubs* which is an important milestone in the compilation and publication of material on the organizational techniques of the Association, and has set in motion a plan for the appointment of regional club leaders. The Alumnae Office, meanwhile, helped to arrange by mail Agnes Scott meetings in fifty cities in the course of the year—the largest number on record. A source of particular pride were the visits made by Vice-President Wallace Alston to alumnae in cities ranging geographically from Austin, Texas, to Boston, Massachusetts, and from Tampa, Florida, to Charleston, West Virginia, visits which gave hundreds of alumnae outside of the Atlanta area an opportunity to meet and talk with the future president of the College. Other gratifying developments have been the great resurgence of the Atlanta Club; the pioneering of the Atlanta Junior Club in enlisting its members in the Campaign effort and providing ways for them to earn the amounts of their pledges individually; the vigorous growth of the Chattanooga Club, and the election of officers in cities which never had organized groups before. This year's experience seems to jus-

tify our hope that alumnae clubs soon will be the effective arms of the Association that they should be.

Another signal advance was made in the vocational guidance program this year. A very active committee enrolled thirteen outstanding women from as many vocational or professional fields to come to the campus on three consecutive evenings and advise students on choosing and getting the right job. For the first time in the history of these conferences, student attendance was entirely satisfactory. We seem finally to have hit upon a working formula. In the first place, the series was introduced with a masterly chapel talk by a nationally prominent career woman: Miss Jennie Palen of the firm of Haskins and Sells, New York, a leading accountant and a recognized poet. Second, we invited the evening consultants to dinner at the College and with the aid of Mortar Board selected seven students to dine with each of them and to accompany her to the conference, which was held informally at the Alumnae House. Total attendance was about four times that of last year, and the president of Mortar Board said afterward that the members of her chapter felt the conferences had been the best in their memory.

House, Tea Room, Garden

The physical property of the Association—the House, the Tea Room, and the Garden—has been competently managed by the four committees concerned with its maintenance this year. At the end of the last fiscal year a surplus of \$639 was turned over to the College Campaign by the Alumnae Association with the proviso that it be used for the improvement of the Alumnae House. (The College had announced previously that such a designation might be attached to Campaign gifts.) Most of this sum was voted by the Executive Board to the Residence Committee for the purchase of twin beds to be installed in four of the upstairs bedrooms. These eight beds, bought at cost, are now in use and have greatly enhanced the attractiveness and comfort of the rooms offered visiting alumnae. The next move by the committee probably will be the redecoration of the second floor by means of other Campaign gifts designated for the House. A Vice-President of the Association has

een appointed to head a committee to decide how the money shall be allocated among the various areas needing renovation.

Last January the Tea Room Committee was faced with a crisis when Betty Hayes, manager of the Tea Room, resigned to be married. The committee interviewed numerous applicants for her place and chose Mrs. Annie S. Otwell, who has filled the position for the last three months and who will continue there next year. The Executive Board, on the recommendation of the committee, ruled that the practice of permitting persons other than alumnae or members of the College community to entertain in the House be discontinued, so that, unlike Miss Hayes, Mrs. Otwell and her staff do no outside catering.

The Garden Committee, working under the handicaps of labor difficulties and a limited budget, has been relieved of the routine upkeep of its property by the College, at the request of the president of the Association. Before this arrangement was made, necessary maintenance tasks were carried on with the aid of students working to raise their Campaign pledges and with the constant support and help of Frances Gilliland Stukes '24. The chief improvement effected by the committee chairman was the planting of pansies and tulips in the circular and crescent beds. The College has agreed to experiment next year with complete care of the Garden under the supervision of the chairman.

Special Events

The Special Events Committee this year reestablished Alumnae Weekend, which had been discontinued at the beginning of the war. The two-day program in November was designed to acquaint returning alumnae with recent developments at Agnes Scott and to give them opportunities for renewing friendships with faculty members and with each other. Classes were opened to them, special chapel programs presented, and talks given by officials of the College and the Association. Talks by Ruth Slack Smith '12, dean of undergraduate instruction at the Woman's College of Duke University, and Dr. Catherine Sims, of the Department of History and Political Science at Agnes Scott, presented two phases of education in

the modern world. The weekend closed with a party for alumnae children. The committee feels that much remains to be done in making Agnes Scott Alumnae Weekend the major event it is in comparable institutions, and the chairman is planning to build next year's program on the most successful experiments of this year.

Under the heading of Special Events also came the local celebration of Founder's Day, for the first time including a television program as well as the traditional radio broadcast over Radio Station WSB, which generously gave the early-evening time. The presidents of the College, the Association, and the senior class took part, with an alumna trustee, a professor emeritus, and students under the direction of members of the Department of Music. The committee completed its year with plans for the Trustees' Luncheon at Commencement time.

Entertainment

The Entertainment Committee functioned smoothly throughout the year, giving a tea for all freshmen at the Alumnae House early in the fall, serving refreshments on two occasions at Alumnae Weekend, and planning the dessert-coffee in the Alumnae Garden for faculty members and seniors and their friends and families at Commencement.

Class Council

The Class Council, composed of officers of all the classes, was represented this year for the first time on the Executive Board by its chairman. Its members received a report of the June meeting of the Council and an outline of plans for this year late in the summer. This spring, they sent letters to all graduates and interested non-graduates who had not yet contributed to the Campaign, urging that they give. About 200 new pledges were received in the month immediately following the dispatch of these letters. In preparation for reunion, Mary Sayward Rogers '28 was asked to be chairman of the event and accepted. She wrote to reunion class members, inviting them to come back to the campus, and made all plans for activities in the Alumnae House on the day of reunion.

Education

The work of the Education Committee continued this year with the presentation of the Alumnae Appraisal, a summary of alumnae comment on the College program, to President McCain, with the request that he prepare an article setting forth the Administration's position on major suggestions contained in the appraisal. This article appeared in the Winter issue of *The Alumnae Quarterly*. Now in progress is a comparative study by the committee of the requirements for the Bachelor of Arts degree at seven women's liberal arts colleges: Agnes Scott, Bryn Mawr, Goucher, Mount Holyoke, Randolph-Macon, Vassar, and Wellesley. In the course of the year the committee also helped in planning the program for Alumnae Weekend and continued to supply reading lists compiled by members of the faculty to individual alumnae on request. It is expected that aid to alum-

ALUMNAE HERE AND THERE

(Continued from Page 19)

explains that her idea for the plastic protector, which fits over the recipe page being read by the greasy-handed cook, "stems from two sources—first because she likes to cook herself, and second, because she has a creative mind." Her stories have appeared in *American Magazine*, in *Parents Magazine* and in newspapers. She is a former president of the New England Press Women. Her present address is Apt. 4-A, Peachtree-Brookhaven Apts., Brookhaven, Ga. Daughter Peggy is in school at Washington Seminary.

In Doris Lockerman's April 25 Atlanta Constitution column was mention of four alumnae. Writing "to all women", the columnist says: "The Atlanta Legal Aid Society has just celebrated its twenty-fifth anniversary and it might be a good time to notice that women lawyers have been conspicuously useful in that serviceable organization! Frances (Craighead) Dwyer ('28), its director for four years, has actually aided it for 11 years. The others—Patricia Collins (Andretta '28), now in the office of the Attorney General in Washington; Lucille Dennison Keenan ('37), Irene Garretson

nae clubs in planning programs on education will be renewed in the coming year at the close of the Campaign.

This report is made in behalf of the Executive Board as well as for the staff of the Association, but I should like to make personal acknowledgment to the members of the Board who have worked so well and so pleasantly with us through the year, under the lively leadership of their president, and to the members of the College administration and faculty, who have responded unfailingly and generously to our requests for their time, talents, and counsel. We shall continue our endeavors to make the Alumnae Office worthy of its delightful position between the College and the eight thousand women over the world who once studied here.

Respectfully submitted,
ELEANOR N. HUTCHENS

Nichols ('28), Association of Women Lawyers, and Carolyn Pennisi, both of the latter past Presidents of the Georgia Association of Women Lawyers—have made noteworthy contributions. It is one legal field, it seems, where men are willing—even eager—to let women take the helm."

The discovery by Bettina Bush Carter '29 of haptens to combat erythroblastosis (RH negative blood type factor trouble in expectant mothers) was the subject of an April 15 Atlanta Journal article. Bettina is an immunologist at the Institute of Pathology, Western Pennsylvania hospital, Pittsburgh. She explained in the interview that "treating infants after they are stricken is like shutting the garage door after the car is stolen. We reasoned that it would be better to treat the mother, and hence the child, before birth." She said that the only source of haptens is human blood. About two doses of RH haptens can be made from a pint of blood. According to the article, within a few months it may be available commercially. Meanwhile, qualified pathologists in universities or hospitals can make it by following instructions which Mrs. Carter will send them. She is included in the May 1949 Monthly Supplement of the International Who's Who.

In the Jan. 4, 1949, Manila Bulletin is an article paying tribute to Augusta Roberts '29, who as an American YWCA executive has spent two years working with Philippine youth. The writer says: "Miss Roberts represents to the Filipino people with whom she has had contact in work or in social relations the very best of America—good fellowship, cheerfulness, thoughtfulness, gallantry, purposive work, Christian kindness and gentleness. She has taught our young men and women the essence of true leadership based on honesty of purpose, moral and intellectual courage, and consideration of the other fellow. She has a way of reaching people which is both painless and pleasant. She has a way of bringing out latent gifts of individuals in a natural and gracious manner."

Eugenia Johnson '31 has had interesting travels in the past two years. She returned last fall from duty in Brussels and after six weeks in Albany, Ga., went to Rio de Janeiro, where she is private secretary to the ambassador in Brazil.

Isabel McCain Brown '37 and Bill have been chosen notable Presbyterians of 1949. In the March Presbyterian Outlook they are praised for their service in the coal fields of Eastern Kentucky. The article says, "A few years ago this young couple startled everybody by doing the almost unheard of thing and, by the worldly standards which have infiltrated the church, 'stepped down' from an established church to take on two hard, isolated, inconspicuous fields that nobody else would take. This field was located in a coal camp which had been an outpost of the Hazard church where Bill was pastor. This they did in the face of strenuous protests from their families, from leaders in the Hazard church and many other friends."

Laura Winchester '47 received the \$1,000 Anne Louise Barrett Fellowship at the Wellesley Honors Day program March 18. She will study biochemistry at the University of Michigan, taking work for her Ph. D. She has done her thesis under Philippa Gilchrist '23 at Wellesley. Her sister, Harriotte Winchester '49, visited her during spring holidays and was there when the award was made. Harriotte will be studying astronomy there next year.

Ruth Richardson '48 has spent a year in Europe: first in England, then in Paris while studying at the Alliance Francaise, then down to Rome for Easter, and back to England and Scotland. After a trip to the French Alps she returned to Paris and the Alliance for summer study. She writes of visits to St. Peter's, walking down the Appian Way and through the Roman Forum; seeing the tomb of Romulus, the palace of Augustus, the Temple of Vesta, and the Colosseum. Describing her train trip from Paris to Rome she writes: "We left Paris at 8:00 p.m. Between then and the time we got to Rome at 10:30 the next night, I saw the full moon shining on the Rhone, dawn coming up over the Alps, beautiful villas along the Mediterranean, the leaning tower of Pisa, the statue of Christopher Columbus in Genoa, sunset over the Mediterranean, and then a total eclipse of the moon (the first I'd ever seen.)" Ruth plans to enter New York University in September to study physiotherapy. She has put off her departure twice already but plans really to sail for America Sept. 2.

Margaret Murchison '41 is a representative of Steuben Glass, Inc., New York. On a visit to Atlanta in April she was a guest of Rich's, where she was in the Steuben room for consultation. In an interview she explained that the sand, potash and lead oxide are not just thrown together in the making of crystal; the formula now used is one that 50,000 chemists have tinkered with through the years. She said: "Making crystal today by hand is almost the same as it was back in the twelfth century. There've been a few innovations, but the basic tools and the basic processes are almost the same. 'Off-hand' is the Steuben method for blowing the molten substance into a drinking glass (or anything else). It takes six or seven men working in one little room to complete the blowing process for one piece of crystal-to-be. Each worker has a specific duty gathering and blowing the 'metal' as they call it. They work together with clock-like precision so the article enters the oven at exactly the right moment. When it enters the oven, it is still reddish looking, but it hardens and cools and comes out as clear as crystal."

Faculty and Staff

DR. ELIZABETH BARINEAU, assistant professor of French, delivered a report of her research on the *Orientales* of Victor Hugo at a general conference of the University Center in Georgia held in Athens April 27-29.

DR. WILLIAM A. CALDER, professor of physics and astronomy, hopes to spend the latter part of the summer watching the construction of the new observatory in the woods near Harrison Hut. With that in mind, the Calders have decided to stay around Decatur and have bought a cottage at Pine Lake which has the advantages of swimming and hiking in the Stone Mountain area. Professor Calder recently rewrote his chapter in *Amateur Telescope-Making, Advanced* for its new edition, and the May issue of *Sky and Telescope* carried an account of his homemade planetarium at Agnes Scott.

DR. SAMUEL A. CARTLEDGE, visiting professor of Bible, is teaching at the Winona Lake Summer School of Theology, in Indiana, and planning a family vacation in the Middle West and Canada.

MELISSA A. CILLEY, assistant professor of Spanish, in recent months has published two articles in *Hispania*, journal of the American Association of Teachers of Spanish and Portuguese: "Tribute to Julio Afranio Peixoto" and "Brazilian Literature and Culture Interpreted by Afranio Peixoto". Her translation into modern English of the first part of *Os Lusíadas*, the national Portuguese epic written by Luiz de Camoes in 1572, is being used at the University of Minnesota and several colleges. At the general conference of the University Center in Georgia April 28-30 at Athens, she read a paper entitled "Influence of the National Portuguese Epic on Modern Literatures."

LILLIE BELLE DRAKE, instructor in Spanish, is spending the first part of the summer studying at the Spanish School of Middlebury College in Vermont. She hopes to have a month in Mexico before returning to Agnes Scott in the fall.

DR. FLORENE J. DUNSTAN, assistant professor of Spanish, has received a Carnegie grant to do re-

search in Rio de Janeiro, where she will settle down for six weeks of work after stopping at Lima, Santiago, Buenos Aires, and Montevideo.

DR. W. J. FRIERSON, professor of chemistry, divided his plans for June between the Southeastern Regional Meeting of the American Chemical Society at Oak Ridge, Tenn., and the Presbyterian Educational Association of the South in Montreat, N. C.

DR. PAUL L. GARBER, professor of Bible, will study at the University of Chicago, Yale University, and Johns Hopkins University this summer, working on a grant from the University Center on research contributing toward the model reconstruction of Solomon's Temple. In March he was elected vice-president of the Southern Section of the National Association of Biblical Instructors.

DR. EMMA MAY LANEY, associate professor of English, spent June at Highlands, N. C., and planned to visit her sister in Denver in July and August.

DR. ELLEN DOUGLASS LEYBURN, associate professor of English, is using a University Center grant to spend the summer working on Swift at the Huntington Library in San Marino, Calif. Her paper "Bishop Berkeley, Metaphysician as Moralist" was published in *The Age of Johnson*, a Festschrift for Chauncey Brewster Tinker of Yale, in the spring. At the University Center conference in Athens she read a paper, "Recurrent Words in *The Prelude*," and presided at one session of the humanities group.

PRISCILLA LOBECK, instructor in art, after a summer spent painting at Miami and Martha's Vineyard will go to the State University of Iowa, where she has received a fellowship for study toward the M. F. A. She has a gouache painting in the circuit exhibit of the Association of Georgia Artists.

DR. MARY STUART MACDOUGALL, professor of biology, is spending the summer in work on her forthcoming zoology textbook. A revision of *Biology, The Science of Life* will appear in 1951. At the University Center conference in Athens she gave a paper, "The Female Gamete of Plasmod-

um." She was chairman of the judges for the biology exhibits at the meeting of the Georgia Academy of Science in April and attended the Southeastern Biologists meeting in Knoxville the same month.

DR. J. R. McCAIN, president, gave the commencement addresses at Millsaps College and Belhaven College in May. He planned to attend conferences at Montreat in June and to campaign for the College for the rest of the summer "as time and prospects may permit."

LILLIAN NEWMAN, assistant in the Library, will attend a library institute in Nashville early in August.

DR. KATHARINE ONIWAKE, associate professor of psychology, is teaching this summer at George Washington University. In May she spoke on "Personality Adjustment and Frustration" to the Association of Women Veterans in Atlanta.

DR. WALTER B. POSEY, professor of history and political science, published a paper, "The Presbyterian Minister in the Early Southwest," in the Journal of the Presbyterian Historical Society for December. Under the auspices of the Lecture Bureau of the American Association of Colleges, he delivered a series of addresses on "The Democratic Way of American Life" at Evansville College, Evansville, Ind., and at Carthage College, Carthage, Ill., in February. Before the Mississippi Valley Historical Society, meeting at Madison, Wis., in April, he read a paper on "The Presbyterian Church as a Modifying Force in the Lower Mississippi Valley." This summer he is teaching in the Graduate School of Emory University.

DR. HENRY A. ROBINSON, professor of mathematics, was reelected this spring for the sixteenth year to the office of secretary-treasurer of the Southeastern Section of the Mathematical Association of America. The Robinsons planned to spend part of the summer in Hendersonville, N. C., and part in Asheville, ending with the September meetings of the mathematical organizations at Boulder, Colo.

DR. CATHERINE SIMS, associate professor of history and political science, spoke at the Honorary Convocation at Georgia State College for

Women and in the course of the spring made numerous other talks before groups in Atlanta. At the University Center conference in Athens, she read a paper on a research subject in the field of English constitutional history. She has recently become a member of the board of directors of the Visiting Nurse Association in Atlanta. Her plans for the summer include a week at Daytona Beach in June and two weeks in New York and New England in September.

DR. ANNA GREENE SMITH, associate professor of economics and sociology, has received a Carnegie grant to work at Chapel Hill this summer. She will be making revisions in her book on Southern writing, which is expected to be in the university press by September.

J. C. TART, business manager-treasurer, is passing a busy summer on the campus supervising, among other projects, the renovation of Rebekah Scott and the moving of Gaines Cottage to South Candler Street to make room for the new dining hall.

DR. MARGRET G. TROTIER, assistant professor of English, had a short story in The Saturday Evening Post for June 11. At the University Center meeting in Athens she presented a paper dealing with her research on Gabriel Harvey and his Italian books—the partial result of general work on Italian books in Renaissance England. Having taught the last few summers, she is enjoying this vacation at home in Decatur, writing, reading, and relaxing.

LLEWELLYN WILBURN, associate professor of physical education, is at the Highlands Country Club, Highlands, N. C., for her third summer as hostess there.

ROBERTA WINTER, instructor in speech, was elected president of the Georgia Speech Association in March and was one of the judges of the year's acting by Emory University and Georgia Tech students.

DR. ELIZABETH G. ZENN, assistant professor of classical languages and literatures, is spending the summer abroad at the American Academy in Rome.

Class News

DEATHS

Institute

Mary Battey, Lady Marston, died in London last spring.

Effie Corinne Bugg Few died a year ago.

Sarah King Harrison died in February.

Emma Wing Houston died last year.

Academy

Adele Frohsin Tarna's father, Jonas Frohsin, died in April.

1907

Elizabeth Curry Winn's husband died in February.

Amelia George DuFay died in January. She had lived in Decatur, Ill., for 28 years.

1909

Elizabeth Lusby Clary died in January.

1914

Ellen Allen Irsch died in November.

1919

Louise Marshburn Riley died in October.

Martha Nathan Drisdale's son died of injuries suffered in an automobile accident in January. He was a junior at Vanderbilt.

1920

Notice of Harriet Beach Rudolph's death has reached the Alumnae Office.

Ruth Crowell Choate's mother died recently.

1938

Laura Coit Jones was killed by a train near Smyrna, Ga., July 18. She is survived by her husband, Boisfeuillet Jones, dean of administration at Emory University, and two children, Laura Coit, 4, and Boisfeuillet, Jr., 2. Mildred Coit Oates ex-'39 is her sister.

INSTITUTE

Elizabeth Adair Streater is staying at the home of her son, Wallace Streater of Decatur, after an illness.

Amelie Adams Harrington visited friends in Palm Beach during the winter.

Adeline Arnold Loidans' husband was hospitalized in April by an accident.



Mary Mack Ardrey, one of the two members of the first graduating class of Agnes Scott Institute in 1893, recently celebrated her golden wedding anniversary at Fort Mill, S. C. She and Mr. Ardrey, wearing their wedding clothes of fifty years ago received at an open house with their three children and five of their six grand children. Several of the wedding guest were among the friends and relatives who attended.



Class of '25 at reunion. Left to right: Sarah Tate Tumlin, Dorothy Keith Hunter, Agatha Deaver Bradley, Lucile Gause Fryxell, and Emily Ann Spivey Simmons.



Class of '26. Left to right: Polly Perkins Ferry, Elizabeth Moore Harris, and Sarah Slaughter.



Class of '27. Clockwise from front left: Roberta Winter, Charlotte Buckland, Georgia Mae Burns Bristow, Louise Lovejoy Jackson, Lucia Nimmons, Ellen Douglass Leyburn, Louise Plumb Stephens, Margaret Russell, Evelyn Satterwhite, Emily Stead, and Caroline McKinney Clarke.



Class of '28. Clockwise from left: Mary Sayward Rogers, Ted Wallace Crum, Dorothy Harper Nix, Anna McCollum Fleming, Olive Graves Bowen, Bee Keith, Madelaine Dunseith Alston, Dorothy Brown, Alice Hunter Rasnake, Mary Jane McCoy Gardner, Elizabeth McEntire, and Martha Overton.





Class of '44. Clockwise from extreme left: Betty Bowman, Mary Car
 Townsend, Anne Sale, Adelaide Humphreys, Johnnie Mae Tipper
 Betty Vecsey, Elizabeth Harvard, Betty Dickson Druary, Robin Taylo
 Horneffer, Julia Harvard Warnock.



lass of '45. Clockwise from this end of table: Leila Holmes, Kittie Kay
 lham, Marjorie Patterson, Ruth Gray Walker, Marion Leathers Dan-
 s, Joan Stevenson Wing, Beth Daniel, Minnie Mack Simons, Molly
 lam, Betty Davis Shingler, Sylvia McConnel Carter, Eloise Lyndon
 dy, Martha Jean Gower Woolsey, Emily Higgins Bradley, Nulla Nor-
 King, and Bettye Ashcraft Senter.



Class of '47. Clockwise from extreme left: Jane Meadows Oliver, Caroline Squires Rankin, Betty Jean Radford, Nellie Scott, Virginia Dickson, Kathryn Johnson, and Glassell Beale Smalley.

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Class of '48. Left to right: Doc Dunn, Betty Jean Brown, Cha Simms Wilson, Dabney Adams, Pris Hatch, Ruth Bastin Slentz, Tissy Rutland Sanders.

RETURN POSTAGE GUARANTEED BY ALUMNAE QUARTERLY, AGNES SCOTT COLLEGE, DECATUR, GA.

Mrs. [REDACTED]
Atlanta, Georgia

TO FORWARD: ADD 3c POSTAGE

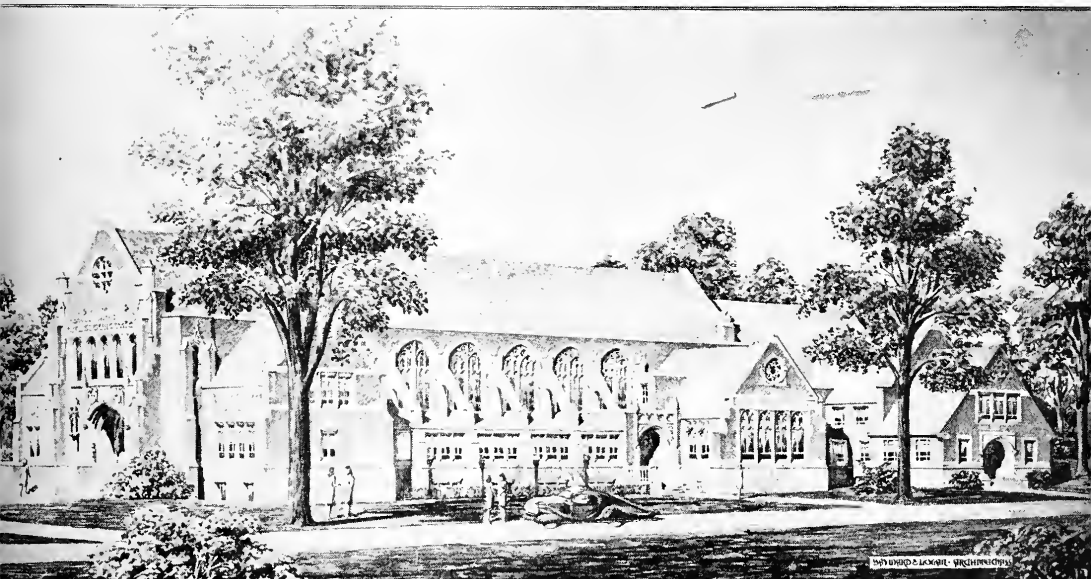
College Calendar

SEPTEMBER 21: Opening exercises. Gaines Auditorium, Presser Hall, 11 A.M.

NOVEMBER 4: James P. Warburg, author and leading economist. His most recent book is *Last Call for Common Sense*. Gaines Auditorium, Presser Hall, 8:30 P.M.

NOVEMBER 5: Senior Investiture, Gaines Auditorium, Presser Hall, 12.

Alumnae Quarterly



The Letitia Pate Evans Dining Hall, Now Under Construction

FALL 1949

The Alumnae Association of Agnes Scott College

Officers

BETTY LOU HOUCK SMITH '35	GRACE FINCHER TRIMBLE '32
<i>President</i>	<i>Residence</i>
KENNETH MANER POWELL '27	MARY SAYWARD ROGERS '28
<i>Vice-President</i>	<i>Tea Room</i>
PERNETTE ADAMS CARTER '29	LAURIE BELLE STUBBS JOHNS '22
<i>Vice-President</i>	<i>Grounds</i>
DOROTHY HOLLORAN ADDISON '43	JEAN BAILEY OWEN '39
<i>Vice-President</i>	<i>Special Events</i>
JANE TAYLOR WHITE '42	HAYDEN SANFORD SAMS '39
<i>Secretary</i>	<i>Entertainment</i>
BETTY MEDLOCK '42	MARY WALLACE KIRK '11
<i>Treasurer</i>	<i>Education</i>
	VIRGINIA WOOD '35
	<i>Vocational Guidance</i>
	FRANCES RADFORD MAULDIN '43
	<i>Class Officers</i>
	ELIZA KING PASCHALL '38
	<i>Nominations</i>

Trustees

ELIZA KING PASCHALL '38
FRANCES WINSHIP WALTERS INST.

Staff

ELEANOR N. HUTCHENS '40
Director of Alumnae Affairs
AGNES WATERS SCOFIELD EX-'45
Office Manager
RUTH HUNT MORRIS '49
Residence Manager and Office Assistant

Chairmen

JANE GUTHRIE RHODES '38
Publications
JULIA PRATT SMITH SLACK EX-'12
House Decorations

Member American Alumni Council

The Agnes Scott Alumnae Quarterly is published four times a year (November, February, April and July) by the Alumnae Association of Agnes Scott College at Decatur, Georgia. Contributors to the Alumnae Fund receive the magazine. Yearly subscription, \$2.00. Single copy, 50 cents. Entered as second-class matter at the Post Office at Decatur, Georgia, under Act of August 21, 1912.

The

AGNES SCOTT

Alumnae Quarterly

Agnes Scott College, Decatur, Georgia

Volume 28, No. 1

Fall 1949

THE FROST COLLECTION.....	3
<i>Jane Guthrie Rhodes</i>	
"SOUTHERN HARVEST".....	6
<i>Beatrice Shamos Albert</i>	
WHITE HOUSE—A BIT OF HISTORY.....	9
<i>Louise McKinney</i>	
FACULTY READING LISTS.....	10
THREE GREAT BRAZILIANS.....	11
<i>Florene Dunstan</i>	
PRINT HANDWRITING.....	15
<i>Madeline Hosmer Brenner</i>	
NEW GRANDDAUGHTERS.....	16
IS IT TOO MUCH TROUBLE?.....	17
<i>Eliza King Paschall</i>	
CAMPUS BIRTHDAY PARTY.....	19
<i>Crystal Hope Wellborn Gregg</i>	
ALUMNAE HERE AND THERE.....	21
LAURA COIT JONES '38.....	21
FACULTY AND STAFF.....	22
CLASS NEWS.....	25
GIVERS TO THE ALUMNAE CAMPAIGN.....	46

ELEANOR N. HUTCHENS '40, EDITOR

THE ALUMNAE CAMPAIGN

\$246,141.87 Given

By

1430 Alumnae

out of a

\$300,000.00 Quota

For

7,995 Alumnae

Pledging Deadline: December 31, 1949

Paying Deadline: December 31, 1950

"Jane Mac" needs no introduction to any but the most recent alumnae. Well known in Atlanta advertising circles as one of the best copy writers in these parts a few years ago, she retired from the business world after her marriage and for a memorable space was editor of *The Alumnae Quarterly*. As this article shows, she can turn anything—even a library "want list"—into a delightful personal essay.

The Frost Collection

by Jane Guthrie Rhodes '38

It's Sunday morning and hot! You've just returned with your brood from Sunday School, divested them of their Sunday best, reinstated them in blue jeans and sent them out to the back yard. You're in the kitchen mixing a meatloaf and groaning . . . Why on earth had you planned to have meatloaf today of all days? . . . when the telephone rings. You grab a paper towel, wipe your hands as you go, and pick up the receiver, expecting to hear the voice of a friend or fellow-laborer in the field of bringing up children. Instead, it's the voice of Miss Edna Ruth Hanley, Agnes Scott's super-efficient librarian, ringing bells in your memory of the far, far distant past when Mama was a college girl with nothing to do but read books and think. Remember?

"Jane," comes the quiet nostalgic voice, "I wonder you'd have time to run down to the Library for a minute. There's something here I'd like for you and all the alumnae to know about. I want it written up for *The Quarterly*."

"Yes, Ma'm," you reply as automatically as in your college days. Hurriedly, you place the meatloaf in the oven, slip into your Sunday dress again and rouse Father from the Sunday papers.

"Goodby, I'm going," you announce gaily.

"Where?" is the startled reply.

"Back to college! Watch the children." And away you drive down South Candler with no little heads between you and the rearview mirror and nothing on the back seat but absolute silence.

Parking in front of the Library, you notice how deserted the campus looks in the summertime. They're doing something to Rebekah Scott, too. Piles of plaster sit beneath each window. As Miss Hanley unlocks the familiar doors, you walk again into that beautiful place where you took the children once

just to show them what a real library looks like. With a backward glance at the great stone fireplace, the red and blue leather chairs, the soaring Gothic ceiling of the main reading room, you are ushered into Miss Hanley's office which is still your favorite inner sanctum with its rich carpet, mellowed furniture and books everywhere.

As Miss Hanley seats herself at her orderly desk, you whip open a notebook and wait expectantly, your eyes on a painting by Miss Louise Lewis.

"Now, as you know," Miss Hanley begins, extracting a sheaf of papers, "through the generosity of Miss Emma May Laney and the kindness of the poet, Agnes Scott's Library has been able to add to its growing collection of Robert Frost a number of first editions and limited editions of his work, all of them inscribed with short poems or notes in his handwriting. The impressive collection given to Miss Laney by the poet has been given to us by her. Included are the valuable collector's item, a first edition of *North of Boston* (1914) as first published in England, inscribed with a quatrain of verse; *A Way Out* (1929) with the poet's apology for a 'damaged copy' of his 'only prose play so far'; the recently published *A Masque of Reason*, wherein Job and his wife converse with God; *Collected Poems* (1930)—'his poems in the form he has most enjoyed seeing them in', a copy which appears to have been used by the poet; and other volumes.

"In addition, the Library has been able to obtain a copy of the fourth variant of Mr. Frost's first book, *A Boy's Will*, published in England in 1913. We need a copy of each of the first three variants. His second book, *North of Boston*, published in England in 1914, had six variants. We own a copy of the sixth variant and would like copies of the other five variants, including one of 150 sheets bound in this country. The

latter is very scarce. In 1914 Holt purchased 150 unbound sheets and issued them with a cancelled title leaf, bearing the Holt imprint."

"Miss Hanley," you interrupt humbly, "what is a variant?"

"Oh! Well . . . here is a book I want you to take home that will explain everything. On Page 22, for instance, is a description of the variants of the first edition of *North of Boston*, the book we were just talking about. Note the Collation," Miss Hanley says and points to a paragraph that looks exactly like this:

COLLATION

Flyleaf; (i) half-title; (ii) blank; (iii) title page as above; (iv) / First edition, 1914/; (v) dedication:/ To/E.M.F./This Book of People/; (vi) blank; vii, eight line poem, "The Pasture"; (viii) blank; ix, Contents; (x) note;/ *Mending Wall* ... takes up the theme where; *A Tuft of Flowers* in *A Boy's Will* / laid it down./; 11—(144) text; (144) at bottom/ Printed by Ballantyne, Hanson & Co./ at Paul's Work, Edinburgh/; flyleaf.

"It's really very simple," Miss Hanley continues as you experience the same kind of sinking feeling you used to have in math class, "and here is a description of the binding of the first issue."

BINDING

Green buckram; front cover bordered with a blind rule and lettered in gilt;/ North of Boston/(oval dot)/Robert Frost/; Spine stamped in gilt/(rule) / North / of / Boston/(oval dot)/Robert/Frost/D. Nutt/(rule)/; back cover blank.

"But, Miss Hanley," you interrupt again, "do you mean that even little gold dots on the backs—spines—of books are important?"

"Certainly. So are typographical errors and lines printed upside down. They often happen in First Editions. Now," Miss Hanley continues, "the first American edition of *A Boy's Will* was published here in 1915 and consisted of 750 copies. We have one of the first copies of this imprint. However, it is in very bad state. If any of the alumnae happen to own one of these copies and would like to offer it to the Library, we would be most grateful.

"In addition to these published works, there are certain small broadsides and the Christmas cards. In 1929, 275 copies of the Christmas cards were printed bearing four different imprints. Agnes Scott has one of these imprints. The Christmas card in 1934 entitled *Two Tramps in Mud Time* was in an edition

of 775 copies bearing six different imprints. Agnes Scott has two of these. The Christmas card for 1935, *Neither Out Far Nor In Deep*, was in an edition of 1,235 copies of eight imprints. Agnes Scott has one.

"There were Christmas cards for 1937, 1938, 1939, 1940, 1941, 1942, 1944, 1945, 1946, 1947 and 1948. For the years 1944 through 1948, the Agnes Scott collection has one of each of the imprints published. It may be that some of the alumnae have cards for the years we lack."

As Miss Hanley continues, a spark of rebellion begins to glow within you. You recall with sudden pride the battered old copy of Frost on your bookshelf at home—the one you wouldn't exchange for a dozen first editions because you know just where to lay your finger on certain lines that explain so simply and completely your certain moods. You remember, too, how Mr. Frost looked last spring walking down South Candler with Miss Laney, on his seventh lecture visit to Agnes Scott. How you turned the car around, back seat full of children and all, and drove back to speak to him. How straight he looked at you when you complimented him on his last lecture. How sincere were his humility and interest in you as a person. Why, you think to yourself, Mr. Frost would be absolutely amazed at all this emphasis on the way a book looks instead of what it says.

"Miss Hanley," you interrupt one more time, "what does it matter as long as we have a copy of everything Robert Frost wrote!" Later, when you have contracted First Edition Fever, you wonder at the patience and understanding of Miss Hanley's answer.

"I know how it must seem to you," she replies, "but that's what libraries are for. Now, let's go up to the Cage and look at some of the things we've been talking about."

Selecting a ring of keys from her desk, Miss Hanley rises and you follow her out of the office door, through the main reading room, up stairs and more stairs, through doors that must be unlocked before you can pass and finally—after ascending a spiral stairway and unlocking the door at the top of it—you stand in the Library's sanctuary—the Cage.

The Cage is made of wire from ceiling to floor and it, too, must be unlocked before you can enter. Inside are rows of precious books and boxes of priceless papers, letters, photographs which see the light of day only when put on exhibit downstairs. Here in one little pen are some of the most beautiful books

you've ever seen. Books that speak of a communion between author and engraver. Printed on exquisite papers, pointed with color, even their typefaces reflecting the spirit of their contents—here are books to hold and cherish.

Robert Frost's *Witness Tree*, you notice, is printed on rough textured paper as becomes a witness tree. And all of the Christmas cards are achingly beautiful. You strain for a glimpse of their contents as Miss Hanley leafs through them. Reading a poem as it was first printed is a thrilling experience, you discover. You wish you could spend the rest of the day in the Cage, just browsing. But . . . the books you are so entrusted with are already gathered, and it's time to go.

Descending the stairs, Miss Hanley comments on the fact that Mr. Frost's first play, *A Way Out*, appeared in *The Seven Arts* magazine, February, 1917, v.1: no.4, issue and that our Library lacks a copy of this issue. Our Robert Frost collection also includes two translations of his poetry into foreign languages, his introductions to other books, photographs of the poet and an original etching done by Wilfred Shaw. His letters to Miss Hanley and holograph copies of poems.

"A recent project in the Library," states Miss Hanley, "has been the getting together of books containing critical material about Mr. Frost. We have various bibliographies, lists which have been published and the books by Lawrence Thompson, Gorham Munson, Sidney Cox, Caroline Ford and an abstract of a Ph.D. thesis by Mrs. Roberts. We are also collecting the critical articles which appeared in various literary journals. We have some of his readings on records."

Back in her office again, Miss Hanley says, "Now in addition to the books I am letting you take home, there are papers concerning the Robert Frost Collection at Agnes Scott Library, a Chronology of Published Books and the Robert Frost Want List. By the way, do you have a good safe place to keep all of this out of the reach of the children?"

You have been racking your brains about this very problem. "There must be some place," you answer hopefully.

"Well," Miss Hanley says as you part at the Library door, "let the alumnae know about our splendid Robert Frost collection and tell them to be on the lookout for the things we need, will you?"

"Yes, Ma'm," you reply happily, "and thanks for a wonderful morning!" You drive home dreamily,

with your mind in another world and your precious cargo on the seat beside you. But as you enter the driveway of the house that was once new—you are wrenched back to reality. A ladder has been placed against the house and No. 1 sits astride the roof waving cheerfully. No. 2 has tied a rope around No. 3's middle and is slowly but surely hoisting him up into the tree house. Smoke from something burning—the meatloaf!—rolls from the windows. And Father is nowhere to be seen.

You make a dash for the house intent, not on rescues, but on the bookcase. Where is that old volume by Willa Cather you unearthed in a second-hand bookstore? Ah, here it is—and it just might be a First Edition!

Robert Frost Material
Agnes Scott College Library Want List

- 1913. A BOY'S WILL. 1 each of first 3 variants.
- 1914. NORTH OF BOSTON. 1 each of five variants, including one of 150 sheets bound in this country.
- 1915. A BOY'S WILL. American edition. Our copy in poor condition.
- 1916. MOUNTAIN INTERVAL.
- 1923. SELECTED POEMS. First edition.
- 1923. SELECTED POEMS. First English edition.
- 1924. NEW HAMPSHIRE. 150 sheets published by Grant Richards, Limited, London.
- 1924. AN OLD MAN'S WINTER NIGHT. 175 copies.
- 1928. WEST RUNNING BROOK. First edition.
- 1929. THE COW'S IN THE CORN.
- 1929. THE LOVELY SHALL BE CHOOSERS.
- 1930. COLLECTED POEMS. Limited edition, one of numbered copies, and a copy of English edition, 1000 copies.
- 1934. SELECTED POEMS. Trade edition.
- 1934. SELECTED POEMS. Student's edition.
- 1935. THREE POEMS. 125 copies of which none are for sale.
- 1936. FROM SNOW TO SNOW. Pamphlet distributed at NEA, February 1936.
- 1936. FROM SNOW TO SNOW. Trade edition, bound in light brown cloth.
- 1936. A FURTHER RANGE. First edition. "First printing."
- 1937. A FURTHER RANGE. English edition.
- 1939. COLLECTED POEMS. First edition of this date.
- 1942. A WITNESS TREE.

Beatrice Shamos Albert was a Phi Beta Kappa and a distinguished art student at Agnes Scott, and her work survives on the campus in the form of drawings for Miss MacDougall's biology textbook and at least one cherished painting on a faculty member's wall. The epic you are about to read below is now culminating in national recognition: her work was described and shown

pictorially with that of six other art potters in The New York Times Magazine of November 6, the same publication having in October referred to the Albert ware as "by far the most interesting newcomer" in the field. Samples of it are now on exhibit in the Museum of Modern Art, New York; the Detroit Institute of Art; and the Philadelphia Art Alliance.

“Southern Harvest”

by Beatrice Shamos Albert '41

If you haven't already met SOUTHERN HARVEST by Albert in one of the downtown stores of your city. I would like to introduce it to you. SOUTHERN HARVEST is a set of ceramic dinnerware and accessories glazed in green or oatmeal color with terra cotta trim of contrasting matter texture. The design has been variously called modern, simple, free form, rustic, sophisticated, functional, smooth, and man-



Photograph by Mollie Shamos

sized. But I prefer to leave the adjectives to the ad men; because I am so busy designing, and helping my husband plan and supervise the processes at the Albert Pottery in Chamblee, Georgia, where SOUTHERN HARVEST is manufactured.

The plant is housed in a 5,000-square-foot building fronting the railroad just outside Atlanta and employs fourteen people in addition to Joe and me. The product is composed of a controlled mixture of five raw materials all mined within a 200-mile radius, and is made by a routinized hand process. The clays are

mixed liquid in a tank, shaped in plaster molds, trimmed and polished by hand, dipped in a glaze coat, and fired to 2160 degrees F for twenty hours. The ware emerges from the kiln completed, hard and glassy, impervious to liquids, resistant to scratching, and ovenproof, and is sorted, packed, and shipped to stores throughout the country. By this process we produce and ship about 1,000 pieces of assorted shapes a day.

The idea for the Albert Pottery began in 1945 when, just out of the Army, Joe decided to brush up with a little research work in ceramics at the New York State College of Ceramics at Alfred University in the Alleghany mountains. Both his B.S. and M.S. work had been in ceramic engineering at Georgia Tech and University of Alabama. Alfred is one of the very few schools in the country which has a fine school of design in connection with its engineering school. And I took advantage of this opportunity to follow up my painting courses at Agnes Scott and study ceramic design. The year at Alfred was a wonderfully fruitful and stimulating experience. The official attitude was one of intolerance toward dilletantism and insistence on combining technologically sound methods with practical creative design. I had courses in painting and sculpture, and laboratories in pottery making with invaluable criticisms and informal discourses by Charles M. Harder, head of the department. It was completely fascinating and we worked in the laboratories until late every night.

Joe was working on production processes and chiefly on glazes, which is a highly complex technical field requiring endless experimentation and research.

It was during this time that we formed the idea of producing pottery on a commercial scale. We believed that there was a market for well designed pottery in a moderate price range. Much beautiful pottery was being made, but chiefly by individual studio potters at necessarily high prices. Joe was convinced

that by establishing a small production unit he could profitably produce good pottery at prices to suit moderate incomes. And it was economically sound to locate such a plant in Atlanta, which was our home, for many reasons, but mainly that most of the raw materials used by the whole ceramic industry are mined in the South.

After a brief stopover in New York to explore further the market possibilities, we returned to Atlanta in the summer. Georgia Tech was generous in allowing Joe to use their laboratories for preliminary work. But it was apparent that we would need our own space before any serious progress could be made. Industrial space was at the height of its scarcity in those early post war days, and so we proceeded to build. Joe supervised construction himself while continuing his body and glaze development at Georgia Tech.

In the meantime I had set up a workshop in the basement of my mother's home in Decatur, and began work on plaster models for some asymmetrical forms that could be done without the use of a power wheel. Among the forms I completed in this improvised shop was the model for the long massive bowl which is now on a tour of museums with some other selected works from the 13th National Ceramic Exhibition of the Syracuse Museum of Fine Arts.

By April of 1947 the building was ready to occupy. About a month before, our plans to buy a small house in Chamblee were upset by the indefinite delay in construction of that housing development. Dismayed at the prospect of traveling 12 miles to work, we at the last minute took over the office space and built a one room apartment right in the factory. We pine panelled it, installed a 30 foot strip of high windows, with 30 feet of shelves below for books, records and pottery, and built a 12 foot sliding-door closet opposite. We put a desk at one end and kitchen equipment at the other hidden by a pull-down bamboo screen, and studio beds in between. We used every push-in pull-out device we could think of until we were quite comfortably and pleasantly entrenched. We became grateful for this arrangement because the many months of intensive work that followed would have been very difficult without the convenience that it offered.

Joe began to assemble the equipment and continued work on the body and glaze. I continued with the models and molds and worked out the style of decoration and glaze application. Joe built a small test kiln for this preliminary work. By the end of the summer our first samples were ready. A trip to New York



Photograph by The Atlanta Journal

with these samples to arrange distribution assured Joe that he might go ahead with a 60-foot continuous tunnel kiln, the most modern and efficient type of kiln with the highest capacity per footage. Because of the large backlog which most machinery engineering companies enjoyed at that time we were faced with a longer wait than we liked, as we were hoping to be in production by the beginning of 1948.

So Joe bought the plans and engineered the construction of the kiln himself. The accurate operation of the firing is of prime importance in determining the quality and uniformity of the ware. This need for precision, the narrow margin of time, and the large investment involved provided much food for worry while the work progressed. It was completed in January and the trial run was a success. It yielded three full sets of samples which we launched in Los Angeles, Chicago, and New York at the winter merchandise shows.

We were in production and the real work began. No matter how careful the preliminary work is, it is impossible to simulate perfectly all the conditions of production. The transfer from small to very large quantities, from laboratory to production equipment, constitutes variables that make much adjustment nec-

essary. Where we had had perfect performance we began to get blistering, crawling, dunting, crazing. All this had to be controlled. But the major job was the training of personnel. Up to this time Joe and I had been working alone with the exception of some students who helped with the trial run of the new kiln. We started now with 8 completely green people. There followed a period of sorting and selecting for capable and dependable people. The kiln must run round the clock being constantly fed and unloaded. Joe stayed up all night many a time when the night operator failed to come in. But eventually the group stabilized and we could tackle the serious work of perfecting techniques, cutting down handling, doing time studies, until today each finisher can produce 300 pieces a day with more ease and skill than she could formerly do 50.

Last fall we expanded our distribution facilities to

cover the Southeast, Southwest, and Northwest and increased our staff to fourteen and our production to its present level.

We are constantly adding new items to the line and improving the efficiency of production and the quality of the ware. But with the major bugs out and a conscientious and well trained crew, we have found it possible to move from our factory apartment to an apartment in a nearby new development and to relax into a more bourgeois routine.

I hope to find time now for some individual potting which, though different from designing for production, can provide a rich stimulus for ideas adaptable to production methods. Since the giant factories with their enormous mechanized equipment find change costly and risky, it is left for the little factories, if they are to survive in a highly competitive market, to pioneer and set the trends.



Mollie Shomos

Insisting to the last that she never was much of a writer, Miss McKinney agreed this fall to salute White House, after being subjected to a touching appeal pointing out the pathos of its possibly passing out of use unnoticed. The dean of campus raconteurs now shares some of her recollections with Quarterly readers.

The White House

--- A Bit of History

By Louise McKinney

Professor of English, Emeritus

This year, for the first time, the White House will not be used as a dormitory. As it was the first campus building, its passing into retirement should be marked by some recognition of its service.

In September of 1889, the year that marked the opening of Agnes Scott Institute, there were two buildings comprising the outfit: a stucco house on the corner of what is now Church Street and Howard Avenue, along the Georgia railroad; and a large frame building on the other side of the railroad occupying the present site of Agnes Scott Hall, or Main as we generally call it. The first was the home of the two teachers, Miss Nannette Hopkins and Miss Mattie Cook, and several girls; and the second was the school building, where the classes were held.

During the first year, 1889-90, the few men interested in the enterprise—Dr. Gaines, Col. Scott, Mr. Murphey Candler and several others—began to enlarge the plans. The result was that Col. Scott gave the money for a completely new building, Agnes Scott Hall, that was opened in September '91. The school was then called Agnes Scott Institute in honor of Col. Scott's mother. Before this it had been known as Decatur Female Seminary! Meanwhile the former school building was moved to the place it now occupies as the White House, and somewhat later the house that had been our first dormitory was moved from its original site and now faces North McDonough Street.

About 1895, or maybe earlier, the boarding department had grown to such an extent that the Board of Trustees was compelled to acquire property outside the Institute grounds, so they purchased two cottages,

about where Inman now stands. One was used as an infirmary, and the other (which we called the Green Cottage for no other reason than that it was painted green) was occupied by a group of teachers and later a few girls (Mary Cox, of blessed memory, lived in the kitchen and was maid for the cottagers).

In December about 1902, just as the Institute was closing for Christmas, on a very cold day, we experienced our first real excitement—the Green Cottage burned! As I was sitting in my classroom waiting for the dismissal bell I heard some commotion in the hall, and when I went into the hall, there was George—known as “King George” by the girls because of his regal manner, his efficiency, and the fact that they could not get around him—actually in a hurry! He stopped long enough to answer my question, saying, “Just the Green Cottage burning!” As it was my home I felt compelled to go to the fire and help a few men with a hose save the house. I did not succeed!

In January the occupants were moved over to what is now the White House, then an eight-room house, formerly a boarding house. The rooms were very large, at least twenty by twenty, heated by small coal grates; the halls were wide and long and draughty, and not heated at all; and the winter was long and cold. But somehow the occupants survived, and the next year were very comfortable with steam heat and bath rooms. During that first summer the place had been enlarged to its present dimensions and most of those large rooms had been divided into two smaller rooms. One large room downstairs had been kept as a study hall for the students living there. Later this room became the dining room for those of us

who lived on that side of the campus, for by this time Inman Hall had been built. A few years later the passage way between Inman and the White House was built. After the decision to have a second dining room the plan of the entire first floor was changed to its present form, and the second floor was used for bedrooms and the College physician's waiting room and office.

At one time even the third floor was used for bedrooms. But this arrangement did not please either those who lived in these rooms or the authorities; so they were closed and that floor was used for storage rooms, except the room occupied by our cook, Addie, who was large and prosperous looking, every inch a good cook. The tower always seemed a little menacing to some of us. What if a high wind struck it? One morning we felt that the worst had happened; but it was only Addie falling down the stairs!

All the rooms on the first floor had windows down to the floor, opening on the porch extending around the sides of the house. These windows had been provided with floor catches for the lower sash and students had been warned always to lock this sash and open the upper at night. At that time we were outside the campus, so we felt very much exposed to the public. (For a good many years the streetcar ran right through the present campus, the terminal being immediately in front of the White House, and the ground owned by the Institute was surrounded by a

very high fence. Later, because students protested against being fenced in, this eyesore was removed and we were hedged in instead!) One night a girl screamed that there was a man in her room. When I rushed across the hall he had disappeared, but the window was up about two or three feet. She had evidently failed to lock the lower sash. The next morning none of the men on the campus believed for a minute that any man would be venturesome enough to enter a girls' dormitory. What if he didn't know that girls lived there? At any rate we got a special night watchman! An indulgence of course! But at least we felt safe. Later one of the men, our bookkeeper, had a room over there, but he had a narrow escape: the ceiling fell one night when he was asleep in his chair and scared him so that he fell out of it. At the time of the famous Atlanta riot, which lasted for several days, among the many fantastic rumors that came to our ears was one that the rioters were marching to Decatur, or threatening to; so Dr. Armistead of the English department spent several nights with us, also for our protection. I *think* he had a pistol!

As to how it got its name, the White House: it was just one of those casual, unimaginative things, obviously based on the fact of its being painted white. But for many years it has served a real purpose for Agnes Scott College, so the community feels a little bit wistful to see it going into "innocuous desuetude;" or maybe its days are numbered and it may disappear entirely. Who knows?

Faculty Reading Lists

Any alumna may obtain one or more of these reading lists from the Alumnae Office on request, without charge. Gathered by the Education Committee of the Association, they are designed for either individual or club use. For a reading course planned for general intellectual development, alumnae are advised by the Committee to write to the Great Books Foundation, 20 North Wacker Drive, Chicago.

Philosophy of the Christian Religion
Astronomy
Philosophy
Latin America
Greek Drama
Shakespeare
Russia
The English Novel }
Modern Poetry }
Education

MR. ALSTON
MR. CALDER
MISS DEXTER
MRS. DUNSTAN
MISS GLICK
MR. HAYES
MISS JACKSON
MISS LANEY
MISS LEYBURN

Minority Groups }
Economics }
The French Novel
American History
Nineteenth Century English Poetry }
The Writing of the Short Story }
American Government }
European Governments }
The Theatre

MISS MELL
MISS PHYTHIAN
MR. POSEY
MISS PRESTON
MISS SMITH
MISS WINTER

Four faculty members have expressed their willingness to suggest material to alumnae who write directly to them, stating their needs: Mrs. Adolf Lapp, on children's exercises and music for dancing; Paul Garber, on religion and the Bible; Henry Robinson, on statistics, finance, and other fields of mathematics; and Mrs. Roff Sims, on current affairs.

Mrs. Dunstan's research in South America last summer was conducted on what surely must have been one of the most glamorous journeys ever made in an academic cause. Her interest in their compatriots won her interviews with national leaders in several fields and several capitals and opened the most impressive homes on the continent to her. This article sketches what we should know about a trio who are to Brazilians what Washington, Jefferson and Lincoln are to us.

I Make the Acquaintance of

Three Great Brazilians

by Dr. Florene Dunstan
Assistant Professor of Spanish

Since 1932 when I wrote my master's thesis at Southern Methodist University on Ruy Barbosa, and incidentally had a difficult time securing information in this country. I have been convinced that biography can be of great value in creating understanding between people. The history of Brazil in one of its most vital periods can be understood through acquaintance with three of its great citizens—three men whose careers offer interesting parallels with our own Jefferson and Lincoln. When the opportunity came last summer to spend nine weeks in South America, on a Carnegie grant-in-aid, doing biographical research, I decided to do further work on Ruy Barbosa and to learn what I could about two of his contemporaries, Joaquim Nabuco and the Baron Rio Branco, since the three of them played such an important part in the history of Brazil in the latter part of the Empire and the first years of the Republic. A nation as large as Brazil which achieved its independence from a European power (1822), established an empire (1822), abolished slavery (1888), became a republic (1889), and made some thirty treaties in fixing its boundaries. All without recourse to war, must have had some able leaders. And a study of these three men reveals a triumvirate of patriots who were international and even universal in their ideals. Since 1949 is the centennial year of the birth of Ruy and Nabuco, this summer proved a most propitious time for study of these individuals.

The subject of the opening lecture in the official celebration was *Joaquim Nabuco and Ruy Barbosa: Two Parallel Careers*. It took place in Itamaraty, the beautiful building which houses all the offices dealing with Brazil's foreign affairs, with the minister of foreign affairs, Dr. Raul Fernandez, as host. My sister-in-law and I were fortunate enough to be invited and we met many members of Rio's cultural groups, many of the leading writers and professional

men, several ambassadors from other countries to Brazil, members of the families of the two men whose birth was being celebrated, and finally President Dutra, who was presented to us by Carolina Nabuco, daughter of Joaquim Nabuco, sister of the present ambassador from Brazil to the United States, and a distinguished writer in her own name.

November 5, which marks the centenary of Ruy Barbosa's birth, has been declared a national holiday; the government has announced the publication of a special edition of his complete works; lecture series will be given in the principal cities of Brazil, sponsored by the Academy of Letters; and a special monument will be erected in his honor. On August 19, the birthday of Joaquim Nabuco, a commemorative stamp was announced; new biographies were published; and legislative and cultural circles held sessions to honor this Brazilian who had identified himself with the underprivileged class in his fight for the abolition of slavery and who had served his country with distinction in England and in the United States, becoming known as one of the architects of modern Pan Americanism. The centennial of the birth of Baron Rio Branco was held in 1945 and many publications were available which had been prepared for the observance of that date.

The basic part of my research was done first by securing and then reading authoritative biographies of each one of the three men to be studied. Then followed work in several libraries, public and private, attendance at weekly lectures on one of the men, innumerable conversations with persons who were particularly interested in at least one of the men, and interviews with various members of their families. Without exception I was received most cordially everywhere I went; and when my hosts learned of my interest in their illustrious compatriots they did everything possible to facilitate my securing the desired

information. Even President Dutra, when I called on him in the president's palace, asked if I was receiving cooperation in my work.

The question may now be in order, "What did you learn?" To which I hasten to reply, "Very much," and I should like to mention briefly some of the outstanding things about each of these three Brazilians who merit wider acquaintance in this country.

Ruy Barbosa was born on Nov. 5, 1849, in São Salvador de Bahia, the Virginia of Brazil. This year the city is celebrating its four hundredth anniversary and the one hundredth anniversary of Ruy's birth. His father was a physician of sterling character, but with little financial ability, who had a strong influence on the boy's development. Ruy was an avid student from his earliest years and became the most learned citizen Brazil ever produced. His fine home in Rio has been preserved as it was during his lifetime and is maintained as a museum by the government. His extensive library shows annotations by him in practically all of the books, in the language in which the book was written, and reveals the fact that he mastered thoroughly the contents of the entire library.

He wrote and spoke fluently English, French, Italian, and Spanish. He translated idiomatically German, Greek, and Latin, and is considered the greatest of all writers of Portuguese classical prose. He was one of the great orators of all time, and he dominated the Hague Conference in 1907 by the sheer force of his character, intellect, and oratorical skill.

Throughout his entire life Ruy was a crusader for freedom. He worked assiduously, along with Joaquim Nabuco, Castro Alves, and others for the abolition of slavery in Brazil; the first impetus toward popular education came from him; and his devotion to freedom of conscience and religious liberty bore fruit when, at the time of the proclamation of the Republic, he penned the decree for separation of church and state. He was appointed to draft the first constitution for the Brazilian Republic and chose the constitution of the United States as a model, although he favored some aspects of England's parliamentary system. He designed the Brazilian flag and coat-of-arms, and was the first man to campaign throughout the country for the presidency of Brazil, in true North American style. His campaign was one of education and he won popular support by a vast majority, but through manipulations at the ballot boxes his rival was declared winner five days before the completion of the counting of the ballots.

In 1892 when Marshal Floriano, known as the "Iron Marshal," assumed dictatorial powers, he ordered the arbitrary arrest and exile of forty-eight citizens. This flagrant violation of constitutional rights caused Ruy to protest before the Supreme Court. Relations between him and the president became strained, and he found it necessary to flee to England. During his three-year stay in England, he studied the English system of government; taught English, having erected a sign which read, "English taught by a Brazilian"; and initiated the pro-Dreyfus campaign in his *Letters From England*. He had become interested in the case from a legal standpoint and was convinced of the lack of proof of guilt. It was after this article by Ruy appeared that Emile Zola produced his formidable *L'Accuse*. Dreyfus himself asserted later in Geneva that the first voice raised in the world in his behalf was that of Ruy Barbosa.

Returning to Brazil in 1895 he served his country vigorously and unselfishly. In 1918 when Brazil celebrated, with great splendor and pomp, the fiftieth year of Ruy Barbosa's entry into public life, he received insignia, inscribed testimonials, and other honors from many foreign governments, scientific societies, and from men of letters of many nations. Georges Clemenceau called him an *idealiste humanitaire*, and Gabriel Hanotaux, the French historian and statesman, said, "Ruy Barbosa represents a moment in universal history." The genuine test of a man's work is, of course, the test of historical perspective, and Ruy Barbosa has become even greater with the passing of the years.

Joaquim Nabuco was from an aristocratic, cultured family of sugar plantation owners from Recife. One day, when he was only seven years old, a young runaway slave ran up to him and fell on his knees, tearfully begging the lad to buy him. This experience made a deep impression on Joaquim, and he began to see, even at that early age, the evils of such a system. When he became a law student, the crying injustice of the slave system fired his indignation and he became one of the intellectual champions of abolition, serving the cause vehemently through the passion of his speeches and the effectiveness of his pen. His fiery book, *Abolition (O Abolicionismo)*, became the Bible for the movement and he was tireless in his campaign for abolition although he was often accused of being a traitor to his own class. When the Brazilian Congress finally voted to abolish slavery in 1888 Joaquim Nabuco was carried through the streets of Rio on his admirers' shoulders.

When the Republic was proclaimed in 1839, Nabuco, who believed that the monarchy would be best for Brazil, went into a ten-year period of "literary exile," and during that time he wrote his classic biography, *My Spiritual Education (Minha Formação)*, which has been compared to *The Education of Henry Adams*, and which gives an incomparable picture of the slaveholding days and of Brazilian society under the Emperor Don Pedro II.

In 1905 the minister of foreign affairs, Baron Rio Branco, named Joaquim Nabuco as the first ambassador to the United States, and he soon became a well-known figure in Washington, being a special favorite of President Theodore Roosevelt. He was known as the most handsome ambassador in the capital, and sightseeing buses used to go out of their way to pass the Brazilian Embassy. The guide would wave his arm and shout, "That's the place where Joaquim Nabuco lives, the greatest South American in the world."

Nabuco advocated closer relations between Brazil and the United States, and he is credited with having laid the basis for the traditional friendship which has existed up to the present between Brazil and the United States, a friendship which has had deep significance to our country on several occasions.

His daughter, Carolina, a novelist of note whose last novel won the 1946 prize given by the Academy of Letters, has written an excellent biography of her father. She is a handsome woman, greatly beloved and admired throughout Brazil. A charming conversationalist, she speaks English with an Oxford accent because she learned it when her father was minister from Brazil to England. Joaquim Nabuco, the first ambassador's namesake, is a parish priest in Rio, and another son, Jose Thomas, is a distinguished lawyer who is also president of the Instituto Brasileiro de Cultura, a cultural organization encouraged by our State Department to foster closer cultural relations between these two countries.

The baron of Rio Branco, Jose Maria da Silva Paranhos, the third person on my list for study this summer, was given the title of baron during the reign of Dom Pedro II. When the Republic was proclaimed (November 15, 1839), all titles of nobility were abolished, but Rio Branco's personality was so completely identified with his title that he continued to be called the Baron Rio Branco until his death. He was well known and admired throughout Brazil, even by the school children, who pointed with pride to his

picture in newspapers, magazines, and school books.

Rio Branco was born in Rio de Janeiro, on April 20, 1845. His father, Viscount Rio Branco, an able foreign minister of the Empire, early identified himself with the question of abolition and is responsible for the law which freed children born of slaves, known today as the Rio Branco Law. His son followed in his footsteps, becoming an even greater foreign minister and an ardent worker for abolition.

He studied law at Sao Paulo for three years and then transferred for his fourth year to Recife. Ruy Barbosa was a first year student at Recife that year, but there is no evidence of there having been more than mere acquaintance between them.

Their friendship began in 1839, when Ruy Barbosa in an editorial in the *Diario de Noticias* called the attention of the nation to the section on Brazil which Rio Branco had written for the *Grande Encyclopedie*, edited by Levasseur. Ruy Barbosa took time from a vigorous political campaign to point out that the prestige of Brazil abroad had been greatly heightened by the service of the Baron. This spontaneous gesture of good will on the part of Ruy Barbosa, one of Brazil's leading figures, toward a man who was serving well, but who was not too well known throughout Brazil, touched Rio Branco deeply. Their friendship grew because of mutual intellectual interests and a deep feeling of patriotism on the part of both men, and endured many vicissitudes. After serving his country well in Brazil and in Europe, the Baron was appointed in 1902 minister of foreign affairs. He served with such distinction that Itamaraty is often referred to as the "House of Rio Branco." He was at the helm of Brazil's ship of state when she was involved in litigation with each of the adjoining countries over unsettled borders. At the beginning of this century Brazil was also having difficulty with Britain, France, and Holland, because of the frontier with the Guianas. Brazil came perilously close to war, especially with Bolivia and Argentina, because of border troubles, but Rio Branco was able to settle all of these problems by arbitration. In each instance he proposed arbitration and then proceeded to build up his country's position through exhaustive historical research. In one case, the dispute with Argentina over the Misiones territory, President Cleveland was the arbiter, and Rio Branco spent several months in Washington preparing the material. In the dispute with Britain over British Guiana the King of Italy was asked to arbitrate and Rio Branco appointed Joaquim Nabuco,

who was at that time minister to England, as his special representative. With one exception, all of the areas in question were awarded to Brazil and thus the national territory was greatly increased and arbitration as a national policy was established.

The baron of Rio Branco was a man of tremendous vitality and a lucid, argumentative mind. He was a very popular man, with a zest for life, and many anecdotes are told about his love of good food and his absent-mindedness about other things when he was concentrating on one particular problem.

His one great passion was Brazil. As a historian, statesman, geographer, and diplomat he served his country well and is due no small part of the credit for the increased prestige of Brazil at home and abroad. He enjoyed the respect and admiration of the entire country. Today the principal avenue in Rio, with its beautiful mosaic side walks, is known as the Avenida Rio Branco; statues honoring him have been erected in most of the cities of Brazil; and at Itamaraty the office of the foreign minister is known as the Rio Branco room. The school in which Brazilian diplomats train is known as the Rio Branco School.

In trying to evaluate these three men, it has been necessary to study the historical background and to learn something of the social, political, and economic problems faced by Brazil. In doing this work I realized that my first problem would be that of getting acquainted with some contemporary Brazilians. I was fortunate indeed to be invited, during the first week of my visit to Rio, to the home of Gilberto Freyre, Brazil's foremost sociologist and one of Latin America's most penetrating and influential thinkers. Gilberto (he is one of three or four persons in that small aristocracy of fame who are known throughout Brazil by their first names) offered to help me in getting acquainted with some of the people I wished to know. His notes of introduction were like magic in opening any door, and it was through him that I met many persons who assisted me graciously. Among these were Carolina Nabuco and other members of her family; Dr. Americo Lacombe, director of the Barbosa House and author of several books on Ruy; Dona Ana Amelia, Founder and Director of Student House and one of the most popular poets in Brazil; Dr. Heldisa Torres, archaeologist and director of the Museum of Natural History, and many others.

Another friend who was most helpful and whom I had already met when she was visiting her relatives, Dr. and Mrs. I. W. Brock of Emory University,

was Dona Eunice Weaver, internationally known for her work of rehabilitation of the lepers and in the care of the lepers' families. She arranged many interviews for me including the one with President Dutra.

Other personalities with whom I became acquainted were Erico Verissimo and Dona Jeronyma Mesquita. The former is one of the most talented and popular novelists in Brazil. Because of the historical background of many of his novels he has been called the "Margaret Mitchell of Brazil." He is a great admirer of this country, having travelled extensively here and having given lectures in many North American universities. Erico lives in Port Algere and I had a most delightful chat with him at his office. He is a most interesting person to talk with, in his early forties, friendly, and equally at home speaking English and Portuguese. He has a keen sense of humor and is rather good looking. He is planning a trip to Europe within the next year or two and plans to return by the United States.

Dona Jeronyma Mesquita, a leader in a cultural and social affairs of Rio, founder of the Girl Scouts of Brazil, and formerly a personal friend of Madame Curie, was most helpful. It was through her that we met Mrs. Getulio Vargas, who invited us to have lunch with her and to see the splendid social work she is doing with the newsboys of Rio.

These new friends in Brazil have given me a deeper appreciation of our neighbors to the South and I am looking forward to further study of the lives of these three outstanding Brazilians, as well as to strengthening the ties of friendship with many contemporary Brazilians.

Round Up Your Friends

for

ALUMNAE WEEKEND

February 10-11

As a senior at Agnes Scott, Madeline Rose Hosmer Brenner was the only person ever to be editor of both The Agnes Scott News and The Emory Wheel. She spent several years with the Associated Press bureau in Atlanta, married a United Press man, and just now is occupied with a two-month-old son.

Print Handwriting

by Madeline Hosmer Brenner '44

Remember when you were a freshman and red plaid skirts were all the rage?

You wrote home to Mother that you simply had to have one of same and would she please whip it up on the trusty Singer.

A couple of weeks later comes the package. And what did you breathlessly lift out of the tissue paper?

A red plaid shirt. Not the skirt you wanted—but a shirt.

All because Mother couldn't read your writing. Your modern-day hieroglyphics had snarled you up again.

Maybe your illegible writing is still getting you into messes. The children puzzle over your note explaining that you've gone to a bargain sale. Or the boss scratches his head over your memo about the whing-doodle salesman who called while he was out.

The children may grow tolerant of your handwriting whimsies. But the boss is liable to blow his top if he can't read the memo.

Seriously, handwriting is important. So important that a lot of bosses have been laying the cash on the barrel head lately to change employees' scribbles to legible print—the same print your Johnny and Mary learn in school.

Taking grown-ups back to the first grade has been my business for the last year.

The idea is simple. In the business world, illegible writing often means dollars lost. Illegible writing results from the loops and wiggles of what we call "cursive" writing—connected writing. So—you eliminate the unnecessary connecting loops between letters. Result—legible and speedy print.

It's also an ancient idea. For print is as old as the



Wide World Photo

written word. Early writing was print. When the alphabet finally emerged from the picture-on-the-cave-wall stage, letters were not connected. It wasn't until somewhere in the sixteenth or seventeenth century that people began connecting letters and handwriting became illegible.

A lazy copper plate engraver is responsible for the sad plight our handwriting is now in. The old boy was making plates for a copy book so that Peter Peasant could learn to write. He gave no instructions for making the letters—simply illustrated the alphabet.

The copper plate process was used to make the plates from which these early copy books were printed. And it was a difficult process. The stylus used in making the letters was difficult to remove from the copper once pressed in.

So our lazy engraver hit on what he thought was a bright idea. He'd make one letter, then instead of

pulling the stylus out and starting all over again, he'd simply drag the stylus to the starting point for the next letter. These "drag lines," of course, soon became part of the letters and eventually became the loops and wiggles that make connected writing so illegible.

English educators knocked out the loops and revived un-connected print for the school room around 35 years ago. The idea crossed the Atlantic and made its way into American schools in the 1920's.

One of the pioneers in re-introducing print to American education was my mother, Madeline Flint Hosmer. She wrote a series of grammar school texts on print handwriting and taught a couple of thousand school marmas how to teach it to the young.

Soon business men became interested. If children are taught print because it's legible and speedy—why shouldn't grown-ups print? What's good enough for first and second graders ought to be good enough for the rest of us.

So Mother started working on a print handwriting training course for business. Before it was finished, she died.

Last year, my father and I began playing with the print-for-business idea again. Months of writing and rewriting produced a 36-page work book with which adults can be taught print handwriting in a maximum of three hours.

Department stores were first on the list. And after puzzling over some of the sales slips that come back with your monthly bill, you'll agree that department stores certainly need a lesson in legible writing!

From January to June, I held print-handwriting clinics for the training departments of some of the country's largest department stores.

In four to six two-hour sessions I taught the training department personnel the simplicity of print writing and how to teach it. They learned print in two to three hours; learning how to teach it took longer. Then, after the clinic, they trot back to their stores and teach Sam the Shoe Salesman and Hattie in Housewares how to make their sales slips legible.

Teaching an employee takes about three hours—and saves the store many, many dollars by producing business records that can be read.

Now other businesses are interested: hotels, newspaper classified ad departments, a city directory firm, a telephone answering service.

We've even gone into the correspondence school

field for individuals who want to improve their writing. One inquiry came from an 80-year-old New England lady who decided the time had come to do something about her handwriting! She's doing fine.

Not so my husband. His chirography remains slightly less than legible—except on the one occasion when I wanted it to be illegible.

I needed two sales checks—one an illegible scrawl, the other readable print—to illustrate an ad.

This should be easy, I thought. I'll do the legible one, and Bernie—whose handwriting shows why print is so necessary—can scratch out the illegible check.

So what happens? The man gets self-conscious and proceeds to turn out the most legible writing possible. We tried again. Still legible. On the next try I stood by his side and jiggled his elbow as he wrote. Result—a beautiful scrawl! Husbands can be so difficult.

New Granddaughters

New Granddaughters on the campus this year number seventeen. The daughters in the class of 1953 and their mothers are: Evelyn Bassett, Edith Melton Bassett '24; Mary Birmingham, Mary Caldwell Wade Birmingham '15; Ann Cooper, Leila Joiner Cooper '27; Florence Hand, Christine Turner Hand '25; Peggy Hooker, Mary Louise Slack Hooker '20; Patton Martin, Helen Hendricks Martin '30; Kate Parramore, Dinah Roberts Parramore '22; Peggy Ringel, Louise Pfeiffer Ringel '26; Edith Sewell, Margaret Bland Sewell '20; Jane Williams, Lois Jennings Williams '25; Mrs. Carolou Ligon Millar, Ladellesherman Ligon '26; Kitty Goff, Catherine Nash Goff '24; Mary Adelaide Hamilton, Sarah Elizabeth Smith Hamilton, Academy; Sarah Crewe Hamilton, Leone Bowers Hamilton '26; Marion Merritt, Marion McHenry Park Merritt '21; Diane Morris, Virginia Broyles Morris '39. Patricia Cortelyou, Sarah Eunice Patton Cortelyou '18, entered the sophomore class this fall.

ALUMNAE WEEKEND

February 10-11

Eliza King Paschall, a Phi Beta Kappa and student leader in college, is now president of the Atlanta League of Women Voters and chairman of the Atlanta Theater Guild Advisory Board. As immediate past president of the Alumnae Association, she is currently serving as an alumna trustee of Agnes Scott.

Is It Too Much Trouble?

by Eliza King Paschall '38

Are you perfectly satisfied with the government of your town, and your state? Let's not even consider Congress and the UN for the moment. Is your school board to your liking? Does your city council really represent *you*? Are you proud of your local courts?

If not, what are you doing about it?

Are you one of those parasitic residents—residents, not citizens—of a community who draws herself up and says, "I don't vote; politics are so dirty and all politicians are crooks"? If you are, then stop being a hypocrite and pretending you believe in democracy. Be honest and say, "It's too much trouble. I'm too lazy. I'd rather turn over the business of democracy to a lot of dirty crooks than take the trouble to participate in it myself."

I am sick unto death of people who blame the state of the world on the dishonesty or the ignorance of others while doing nothing about correcting their own dishonesty and ignorance. If we believe in democracy, let us at least discharge the first basic obligation of voting. If we don't believe in democracy, then let us get busy and figure out some other way of governing ourselves and stop wasting so much energy and time and money trying to make democracy work.

The city of Atlanta recently elected an entire group of municipal officers for the next four years. We all patted ourselves on the back, elated over the "record vote," of less than half of those who had taken the trouble to register. Add those who were eligible to register and didn't and you get rule by a fairly small minority. In the final analysis, the government of any community does represent that community. If it's bad government because not enough of the "good citizens" have taken part in electing it, it still represents the community. It represents very well those "good citizens" who are guilty of civic negligence in the worst degree.

Besides voting, what can you do? Remember that public officials are the servants of the people and are subject not only to their will but all too often to their whim. Have you ever expressed your opinion on any public issue to any public official? Have you ever written your Congressman about a bill before Congress? Have you ever sat in on a meeting of city council, just to see what it is like and to let the members know that citizens are interested in what they are doing? Perhaps you have criticized some office holder when you have disagreed with him, but have you ever taken the trouble to praise one when you agreed with him or approved of some action he took?

If you've got a good man in office, he needs the moral support of those who think he is good. He needs to know that of the great mass of citizens who never express themselves in between elections, there are those who appreciate honest, efficient, fair government. Again let me use Atlanta as an example. Several years ago the people of Fulton County (Atlanta) voted in favor of a county manager, to be appointed by the county commissioners, who are in turn elected by the citizens. There has been much criticism recently of the manager system, criticism from those who find they can no longer get the special consideration possible under the old system, criticism from a minority who do not represent the community but who have been so vocal that they sound pretty important. As a result of a little cooperation among the League of Women Voters, the Chamber of Commerce and other civic organizations, the commissioners are now hearing from some of the individuals and groups who think the manager system is a good thing and appreciate their efforts of the commission to make it work.

Now that I have mentioned the League of Women Voters, I may as well say that working with that or-

ganization is one of the most effective ways of promoting democracy. You have no idea until you try it how much attention politicians will pay to a bunch of women, particularly a bunch who represent no special interests. You will be amazed at the influence you can exert, simply by your presence at public meetings, much more by any opinions you might have on public issues.

But while I recommended highly to you the League—working in one already established or helping get one started in your town—this is not a plea for LWV membership. Church women, PTA's, Legion auxiliaries—any group which is sincere and honest and sets out to educate itself on community affairs—can set the tone for those affairs. We cannot afford the luxury of laziness or stupidity right now. Nor can we afford the luxury of procrastination. We cannot “think about that tomorrow.” We are living, in what we claim is a democratic state, *today*, and how we

live in it today will determine how we live in it tomorrow. The election is today, not tomorrow, and you vote yes or no, not “maybe” or “I don't know” or “I haven't had time to decide yet.”

I hate to think that the sort of government we have in many communities right now is the best we can manage. I prefer to think that it is there by default and that the people who have integrity and intelligence will rise up and assert their democratic rights and direct their governments.

Reread the Declaration of Independence. You might even try reading the Constitution of the United States. It's not very long. Read the Universal Declaration of Human Rights, written and adopted by UN. Then announce to the world that there are some things more important than clean silver and ironed sheets.

Prove that you believe in democracy by becoming a part of it.

1950

Agnes Scott Calendar

\$1.10

The Agnes Scott Chapter of Mortar Board offers these attractive engagement books, illustrated with campus scenes. Send order and check to Mortar Board, Agnes Scott College, Decatur, Georgia.

Crystal Hope Wellborn Gregg, president of the Class of 1930, fell into a trap when she casually related the story of Alva Hope's birthday to the editor of The Quarterly. An immediate request for the story in written form—by June 10—resulted in months of agonized evasion under relentless prodding by the editor. Finally she gave up and in September produced this account, which should interest everybody who ever lived in Inman either before or after the summer of 1948.

Campus Birthday Party

by Crystal Hope Wellborn Gregg '30

Birthday celebrations are usually a problem for a pre-teen girl. Last spring Alva Hope decided she would have her party a day late so she could have a luncheon for all the girls in her fourth grade. Of course a few other friends were invited too. The nicest place for the luncheon, she thought, was the Alumnae House Tea Room at Agnes Scott. Ten-year-olds are impressed by the name of the College, and to be invited to eat on the campus was an important event in their lives.

When the luncheon was finished, the gifts opened and exclaimed over, the lure of the Alumnae Garden drew fourteen eager girls outside. After some of their energy was exhausted in running around the pool, we began a brief tour of the campus. Only four of the girls had ever been on the campus, and all were curious to see it thoroughly.

Since I had spent my sophomore, junior, and senior years in Inman, I wanted to show that building to them. I was curious myself to see what changes had been made in the building since it was remodeled in the summer of 1948. We entered the back door nearest the walk way and I was amazed to see the walls a soft ivory color and the back stairway painted to harmonize with the walls. Greater surprises were yet in store; for the hall had hardwood floors, modern ceiling lights, a new ceiling that would absorb the sound of running feet and other usual dormitory noises, ivory painted walls and woodwork, new shades at the windows by the walk, nice ironing boards at the end by the windows, and a sprinkler system on the ceiling in case of a fire. As we walked down the hall toward my old room we noticed that the rooms were decorated in pastel colors with light colored woodwork. I explained to the girls that when I

was in Inman all the walls were white and the woodwork was dark oak in color. The change was most impressive.

As we entered my old room I saw it was no longer 21 but 123. Betty Cheney was one of the freshmen who used that room, and she explained that with the renovation of the rooms had come the renovation of the numbering system as well. The room above hers on second floor would be 223, and on third floor 323. That numbering I am sure facilitates the work of the girls who answer the telephones. By the way, they have telephones on each floor now instead of the two we used to have on second floor.

The rooms have certainly undergone changes, but there is one item that remains unchanged through the years—modesty curtains. A nice ceiling light has replaced the two long wires that came from the ceiling and ended in two student lamps hung on a hook on the window frames when not in use at the study table, the dresser, or by the student's bed. Lamps are provided in the rooms, but they are the attractive kind the girls would bring from home or buy after they got to college. Three double base outlets have been provided for these.

No longer do the students have to crowd their clothes up in one long dresser drawer and keep their cosmetics in one small drawer; each roommate now has a dresser to herself. Some of the rooms have new dressers, but the two in my old room had been refinished in a light walnut instead of the dark color of former years. Towel racks and shelves have replaced the old washstands we used to have. Probably the most comfortable change is in the beds, for the new ones have grand springs and mattresses and do not even look like ours, which resembled iron cots instead of beds.

The color of the walls in my old room is a soft yellow, and Miss Cheney and her roommate had carried out a color scheme in green and yellow. They had draperies over the windows, while in my day we used green voile tie-back curtains. We had to try to do something to soften the strain of looking at drab white walls. I am thrilled over the change in my old room, and I think the fourteen ten-year-olds were too when I described it to them as they viewed the present attractive room.

The study table is still a part of the room's furnishings, but it has been made more interesting with the pretty blotter placed on it by the Athletic Association. The Christian Association has put on the door of every room a map of all the churches in Decatur and Atlanta which Agnes Scott students usually attend each year.

Our tour of Inman continuing, we discovered as we walked down the hall that the lavatory on that wing was no longer next to the lobby but was adjacent to the back stairway hall. A double room had been converted into the bathroom with black and white tile floor and white tile walls with black tile trim. Instead of the old tubs of my day with the claw-and-ball legs to keep them off the floor, there was a beautiful white built-in tub. Then there were two tile showers. Five wash basins were on the side where the long windows formerly were placed. The windows now are smaller and are above nice wall mirrors. There are several wall sockets which the girls can use for their electric hair driers.

The lobby came next on our tour, and it has surely been transformed into a more interesting place. Its walls and woodwork are ivory; and the pretty drapes at the windows, as well as the matching material used to separate the two halls from the lobby, have certainly added to its attractiveness. New lights have been installed and there is a new ceiling too. The sprinkler system for fire protection is used throughout the building. The hardwood floors, the refinished furniture, the piano, pictures on the walls, and flowers on the tables have given the appearance of a living room instead of a lobby. On one wall was a long mirror which the girls could use before

leaving the building for a party or a date. That would have been a very real help in my day—even though part of that time our dresses were up to our knees in length.

Some of the girls wanted to see what the second floor was like, so they ascended the stairs to find that the hall going to the roof of the front porch had been made into a pleasant reading room. A blue rug was on the floor, and there were rocking chairs, as well as straight chairs, and tables for the girls to use. Book shelves were there containing a dictionary and *Encyclopedia Americana*.

As we left Inman I glanced to see if The Book had been changed from its former place in the lobby. That alone had remained in its place through the years.

Since May Day was only a few days off, the girls were anxious to see the Dell. The queen's throne was in place, and the four who had seen last year's May Day illustrated for the others where the queen and her maids would sit.

From the Dell we went to the Library. Its still beauty made an impression on the girls as they walked slowly and quietly around the large reading room. One of the students on duty had the same birthday as Alva Hope, April 22, and she thrilled the honoree by adding that another girl on the campus celebrated that day also.

As we started toward Main one of the girls asked if they could see where the college girls had their dates. They were duly impressed with the parlors and were particularly interested to know that some of them had been classrooms when I was in college.

Time was escaping and parents were waiting in front of the Alumnae House for their children, so our tour had to end. Walking across the campus I heard some interesting remarks. One girl said, "My aunt went to [another college] and I guess I will have to go there. I'd like to come to Agnes Scott." Another said, "My aunt graduated from Agnes Scott, and I want to too." Several others said that they wanted to go to Agnes Scott when they finished high school. I felt that the idea for the party's locale had been a completely successful one.

When you're in Atlanta --

Stay at the Alumnae House!

Alumnae Here and There ---

Mildred Thomson '10 is president of the American Association of Mental Deficiency, the sixth woman president in that group's 74-year existence. The Association has a membership of doctors, psychiatrists, psychologists, educators, social workers, and administrators of institutions or state programs for the mentally ill. She has been teaching and doing organizational work with mentally deficient children in Minneapolis.

Lorraine Beauchamp Harris '26's paintings were displayed in a one-man exhibit in October at the Gibbs Art Gallery in Charleston, S. C. Among her collections of portraits, landscapes, and still lifes was the portrait of her oldest daughter, which was awarded first prize in the 1949 annual state exhibition. The artist is represented in the permanent collection of the University of Georgia and in numerous private collections. Married to the Rev. William Frederick Harris, Lorraine has two girls and a boy and is living in York, S. C.

Maya Riviere '28 is the author of a two-volume bibliography for the National Council of Rehabilitation, of which she is executive secretary. The bibliography, *Rehabilitation of the Handicapped*, includes material from 1940 to 1946 providing methods and procedures for administrators and workers engaged in aiding the disabled. The Livingston Press, publisher of the work, operates for the furtherance of activities of rehabilitation, "the restoration of the handicapped to the fullest physical, mental, social, vocational, and economic usefulness of which they are capable."

Mary Williamson Hooker '31 was recently appointed director of public relations for the New York Tuberculosis and Health Association. Previous to this appointment she was with Cecil and Presbrey as director of fashion publicity.

Virginia McWhorter Freeman '40 has been appointed executive secretary of the DeKalb County Red Cross chapter. She has been with the chapter since 1946 as Junior Red Cross director. In making the announcement of her appointment the board said, "The DeKalb County chapter considers itself fortunate in securing the services of Mrs. Freeman for its responsible position."

Mary Dozier Pallotta '44 was recently appointed

assistant counsel of the Atlanta Legal Aid Society. A member of the Georgia Bar Association and the Sigma Delta Gamma woman's legal sorority, Mrs. Pallotta has served as a volunteer attorney for the Legal Aid Society before which she was associated with the law firm of White and Case in New York City. The Legal Aid Society, of which Frances Craighead Dwyer '28 is general counsel, as a Community Fund Agency gives free legal assistance to citizens of Fulton and DeKalb counties who are financially unable to employ counsel.

Laura Coit Jones '38

News of the death of Laura Coit Jones on July 18 was a great shock to her host of friends.

It is not often one can speak truthfully of a "host of friends," for few people have that many. But Laura had those qualities which make for enduring friendship and she gave generously of them all.

Her career at Agnes Scott was typical of her life of service and leadership. Her election as president of student government and a member of Mortar Board was a logical climax to a record of four years of leadership in class and college community activities.

Upon graduation, as director of youth activities for the National Youth Administration for Georgia, she had the responsibility for building a program unique in youth agencies at that time. Its purpose was to make good citizens as well as good workers of the young Americans working for NYA. She resigned shortly before her marriage to Boisfeuillet Jones, who was then assistant administrator and later administrator of NYA in Georgia.

If I were going to suggest a memorial to Laura, I think it would be that we all pay a little more attention to those human relations which somehow she always found time for but which most of us "never get around to." For I think more than anyone else I have ever known, Laura Coit Jones gave genuinely and generously of herself, and found the giving to be its own reward.

ELIZA KING PASCHALL '38

Faculty and Staff

Stimulated by direct contact with foreign peoples and cultures, the campus is feeling its classroom and extra-curricular life enriched by the experiences of those of the college community who spent the summer abroad. Several students had European vacations, as well as the faculty members whose journeys are reported here.

DR. ELIZABETH ZENN, assistant professor of classical languages and literatures, studied at the American Academy in Rome and found time to visit excavations, ruins, and points of interest in Naples, Rome, Florence, and Milan despite the inevitable 2-to-5-p.m. siesta when all of Italy goes to sleep. Language study was, of course, a continual project during the summer, what with speaking Italian and endeavoring to master poetic Italian, which it seems is quite a language in its own right. The plays offered were a joy to classical students, since the opportunity is rare to see any but the most well-known. One of these, the *Cyclops* of Euripides, Miss Zenn saw in the ruins of the theater at the Roman port of Ostia. Probably a great many of the spectators were wishing for a copy of the Greek text which Miss Zenn had perused before the play—foreseeing the difficulty of following the poetic Italian of the actors.

DEAN CARRIE SCANDRETT sailed on the French liner *De Grasse* in June with Miss Helen Carlson, dean at Barnard College and former member of the French Department at Agnes Scott. Landing at Le Havre, they spent two weeks in Paris, with side trips to places including Chartres and Fontainebleau, after which Miss Scandrett crossed the channel to visit her sister, Ruth Scandrett Hardy '22, in Hampshire until August.

Probably the most tangible reproduction of his European experiences was brought back by DR. HENRY CHANDLER FORMAN, head of the Art Department, in the form of \$600 worth of water color film slides and movies. With a Bolexy 35 mm camera and a Cine kodak, Mr. Forman took unusual shots of sights picturesque and historic and painted 22 water colors primarily of Italian scenes, all to be used for the improvement of teaching of the fine arts and archaeology back at Agnes Scott. A projection showing of the slides has been given for a faculty group, and the water colors were on exhibit the first two weeks of November in the Buttrick Art Gallery. Accompanied by his family, Mr. Forman visited England, France, Switzerland, Malta, Portugal, and Italy,

making particular arrangements to see various art shows being held: Bellini in Venice, Gauguin in Paris, and Lorenzo il Magnifico in Florence. Mr. Forman enjoys describing most a scene not from Art but from Nature: the panorama stretching before the spectator standing on the ruins of the Greek theater at Taormina, Sicily, 1000 feet above the Mediterranean, with Mount Etna rising in the distance across the sea. Instead of further knowledge through books and lectures in graduate study the Art Department is enlivened by first-hand impressions of the originals discussed in its courses.

MARY VIRGINIA ALLEN, instructor in French and German, used a Carnegie grant for research at the French School of Middlebury College last summer, investigating the theater of Henri-Rene Lenormand in relation to modern psychology.

DR. WALLACE ALSTON, vice-president and professor of philosophy, delivered a series of lectures at Princeton Theological Seminary last summer which are shortly to be published in book form.

DR. JOSEPHINE BRIDGMAN, associate professor of biology, spent the summer at Woods Hole doing research in protozoology.

MELISSA A. CILLEY, assistant professor of Spanish, received a medal from the government of Portugal in recognition of superior accomplishment in original research in Portuguese literature and for the promulgation of Portuguese culture in the United States. The presentation was made August 18 in Cambridge, Mass., in the presence of the Portuguese consular staff and representatives of Harvard University, where Miss Cilley was working with original Portuguese manuscripts. She is founder of the Portuguese sections of the Modern Language Association of America and the South Atlantic Modern Language Association, and will read a paper on Julio Dantas, contemporary dramatist, before the latter group at the meeting of the S.A.M.L.A. at Davidson College November 23.

DR. ELIZABETH CRIGLER, associate professor of chemistry, began her summer with a trip to Oak Ridge, Tenn., for the regional meeting of the American Chemical Society. There she enjoyed visits with four Agnes Scott graduates: Mary Ann Courtenay '46, Isabel Asbury and Anna George Dobbins, '47, and Barbara Blair '48, who had their own home and garden "and were fast gaining experience in cooperative management and living." In the course of her travels during the rest of the summer she set foot

on eleven New England college and university campuses and managed to return to one of her favorite haunts—the Welch Medical Library at Johns Hopkins.

JUNE DAVIS, assistant in biology, studied marine algae at Woods Hole last summer.

DR. EMILY S. DEXTER, associate professor of philosophy and education, taught at Piedmont College until mid-July, took a northeastern tour which included New England and Quebec, and read proof on an article shortly to appear in a psychology journal.

DR. FLORENE DUNSTAN's summer is reported elsewhere in this issue of *The Quarterly*. Her 14,000-mile trip, partially financed by a Carnegie grant-in-aid, took her to five South American capitals, where thanks in part to U. S. State Department heralding she was received by citizens of national prominence.

ALICE FLOURNOY, assistant in biology, studied at the Mountain Lake Biological Station last summer.

DR. W. J. FRIERSON, professor of chemistry, attended the American Chemical Society's Southeastern meeting at Oak Ridge, the Presbyterian Educational Association of the South at Montreat, N. C., and the Queens College Workshop in Charlotte. In the course of the summer he also wrote an article, "Partition Chromatography Applied to the Separation of Inorganic Ions," to be published in the November issue of the *Journal of Chemical Education*.

DR. PAUL L. GARBER, professor of Bible, put in a summer and fall characteristic of his energy and variety of interests. The *Quarterly* obtained the schedule in detail, as the apotheosis of professorial vacationing:

June 22-29—Presbyterian Educational Association, Montreat, N. C. where I was a member of the program committee for the Bible Teachers' section and chairman of the Association's Findings Committee.

July 7-23—In residence at the Oriental Institute, University of Chicago, on research program.

July 24-25—At Harvard University Semitic Museum studying the Schick models of Solomon's temple.

July 26-August 12—In residence at the Oriental Seminary, Johns Hopkins University, on research program under the direction of Professor William F. Albright.

August 15-19—Teaching "The Letters of Paul" in the Bible Conference, Bonclarken Conference Grounds, Hendersonville, N. C.

August 19-24—Hazen Conference on Religion and Higher Education, Swannanoa, N. C., where I was member of the program committee.

Sept. 2-5—Served as adult adviser to the Westminster Fellowship Council, Synod of Georgia, in retreat at Lake Burton, Clayton, Georgia.

Sept. 20-22—Represented the College at the Synod of Alabama and at the centennial observance and inauguration of President P. N. Rhodes, Southwestern at Memphis.

From Sept. 25, supplying the pulpit of the Oglethorpe Presbyterian Church, until they secure a minister.

From Oct. 2, teaching the Parents-of-Preschool-Children's Sunday School Class, Decatur Presbyterian Church.

Oct. 7-8—Teaching at the Salem Conference, Student Y.M. and Y.W., State of Georgia.

Oct. and Nov.—Teaching in the Atlanta Presbyterian Leadership School, Monday nights.

October issue, *The Journal of Bible and Religion*, will contain my paper, "Some Suggested Visual Aids for Classroom Use," read before the National Association of Biblical Instructors, New York, December 27, 1948.

NANCY GROSECLOSE, instructor in biology, did advanced work in physiology at the Mountain Lake Biological Station last summer.

EDNA RUTH HANLEY, librarian, motored at various times last summer through Ohio, Pennsylvania, New York, Alabama and Virginia. Her only lament was that the heat wave in New York City kept her from visiting many second-hand book stores.

LEWIS H. JOHNSON, associate professor of music, attended the 40th reunion of his class at Pomona College in California. All members of a quartet in which he sang as a student were there, and the group performed several numbers it had used on tour four decades ago.

DR. EMMA MAY LANEY, associate professor of English, reports that her summer took her from mountain to mountain: the top of Brushy Face in North Carolina in June, the top of Mount Evans on a July-August visit to Denver. Intellectually she explored further the poetry of Auden and the novels of Virginia Woolf. She spoke on modern poetry at the November meeting of the Atlanta Agnes Scott Alumnae Club.

DR. ELLEN DOUGLASS LEYBURN, associate professor of English, has had an article on "Radiance in *The White Doe of Rylstone*" accepted for publication in *Studies in Philology* and will read a paper on "The Theme of Loneliness in the Plays of Synge" at the S.A.M.L.A. meeting in November. Her summer's work on a University Center research grant, at the Huntington Library in California, resulted in an article, "Certain Problems of Satiric Allegory in *Gulliver's Travels*," to be published in *The Huntington Library Quarterly*. She represented the Agnes Scott chapter at the Phi Beta Kappa Triennial Council Meeting in Madison, Wis., early in September.

DR. MARY STUART MACDOUGALL, professor of biology, is teaching her advanced classes in Ansley House while recuperating from a hip fracture suffered early in September.

DR. MILDRED R. MELL, professor of economics and sociology, worked last summer on the tax system of Georgia and proposals for tax revision, partly as chairman of the Tax Revision Committee of the Georgia League of Women Voters. She also studied budgets

of the social agencies which are members of the Community Chest, serving on the Budget Committee of the Chest.

SUSAN POPE, assistant in the Library, flew to New York late in June as a guest of Glamour magazine, having placed as one of ten runners-up in a national competition on career wardrobes.

JANEF PRESTON, assistant professor of English, spent part of the summer at the Kenyon School of English in Gambier, Ohio.

DR. CATHERINE SIMS, associate professor of history and political science, reviewed *Nineteen Eighty-Four* and *The Vital Center* at the October meeting of the Atlanta Agnes Scott Alumnae Club. Numerous other speaking engagements were on her fall calendar, after a summer spent mostly in Atlanta but including trips to Florida, New York and New England.

ANNIE MAE F. SMITH, supervisor of dormitories, drove through the West last summer with friends from Florida, missing practically none of the grander sights. She was in Spearfish, South Dakota, for the Passion Play; made a desert crossing beginning at 3:30 a.m. "with no harm done to man or car"; and flew back to Atlanta from Omaha in one afternoon.

DR. FLORENCE E. SMITH, associate professor of history and political science, continued work on the life of Torrigiano, a Renaissance sculptor, in the libraries at Emory and the University of Georgia. DR.

CATHERINE TORRANCE, professor emeritus of classical languages and literatures, made an excellent translation for her of a Latin letter which Torrigiano wrote to Wolsey, a letter which has never been published in English. Miss Smith also enjoyed playing with a small orchestra conducted every Monday evening by Arthur Curry, father of Mrs. Ernest Runyon.

DR. MARGRET TROTTER, assistant professor of English, was among 100 Wellesley alumnae attending a three-day conference on constructive forces in education, part of the 75th anniversary celebration of the college, in October. With a grant from the University Center for imaginative writing, she spent the summer at home in Decatur working on a piece of fiction "which I hope will ultimately be publishable; I learned a great deal from this most valuable experience." She will present a short paper at the S.A.M.L.A. meeting in November.

ISABELLA WILSON, assistant dean of students, enjoyed a visit in Newton, Mass., with the family of Clay Lewis, her fiance. There followed a trip through other sections of New England and a week with Sam and Neva Jackson Webb '42 in Lake Luzerne, N. Y.

ROBERTA WINTER, instructor in speech, wrote a one-act play this summer which she is still polishing. Other activities included a week in New York conducting her sister Ditty (Mary Winter Wright ex-'31) to shows and sights. Miss Winter is president of the Georgia Speech Association this year.

SAVE Your Campaign Pledge

Adeline Milledge Woodward, Acad., will place your 1950 magazine subscriptions and give you part of her discount to be applied on your pledge to the Agnes Scott Campaign. Address Mrs. Adeline M. Woodward, 215 North Candler Street, Decatur, Georgia, or call De. 4523.

Class News

DEATHS

Institute

Ethel Farmer Hunter's husband died in June.

Notice has reached the Alumnae Office of the death of Clara Hays Long.

Margaret Laing died August 19 in the Six Mile Hospital in South Carolina.

Edith Lovejoy Wilson died July at the home of her sister, Mary Lovejoy Bothwell, in Decatur. The sister had just returned from a trip to the Northwest and Canada.

Stella Puleston Arrington died recently.

Maggie Sheats Caldwell, mother of Laurie Caldwell Tucker '17, died in spring.

Academy

Maude Clay Meyer died last November.

1911

Florinne Brown Arnold's husband was killed in a trolley accident in July.

1915

Fannie Marcus Revson's husband died in May.

1921

Elizabeth Williams died in February.

1925

Frances Tennent Ellis' father died in May.

1930

Elizabeth Reid Harrison's mother died September 13.

Alice Garretson Bolles' husband was killed in a plane crash in August.

1944

Martha Rhodes Bennett's father died last December.

Givers to the Alumnae Campaign

(As of October 15)

INSTITUTE

Orra Hopkins
Cora Strong
Annie Jean Gash
Emma Wesley
Virginia Alexander Gaines
Mary C. Barker
Kittie Burroughs Long
Jeannette Craig Woods
Jean Ramspeck Harper
Rusha Wesley
Meta Barker
Marion Bucher
Eillean Gober
Grace Hardie
Audrey Turner Bennett
Emily Winn
Laura Candler Wilds
Lois Johnson Aycock
Kathleen Kirkpatrick Daniel
Annie Shapard
Emma Askew Clark
Julie Morrow Croft
Arlene Almand Foster
Mabel Ardrey Stewart
Thyrza Askew
Octavia Aubrey Howard
Stella Austin Stannard
Bessie Baker Milikin
Alicc Beck Dale
Sallie Broome Clarke
Eleanor Bryce Ezell
Vashti Buchanan McLain
Kittie Burress Long
Daisy Caldwell McGinty
Willie Bell Campbell Marshburn
Claude Candler McKinney
Margaret Cannon Howell
Mary Ellen Cook Hamilton
Georgia Crane Clarke
Elva Crenshaw
Mary Louise Crenshaw Palmour
Annie Cromartie Council
Mary David McWilliams
Mary Dortch Forman
Annie Emery Flinn
Julia Jordan Emery
Ethel Farmer Hunter
Olivia Fewell Taylor
Melrose Franklin Kennedy
Roba Goss Ansley
Marie Gower Conyers
Annie Green Chandler
Mae Griggs Parsons
Clare Harden Barber
Annie Louise Harrison Waterman
Bessie Harwell Dennis
Sue Harwell Champion
Alice Hocker Drake
Ellerbee Holt Fowler
Kittie Huie Aderhold
Louise Hurst Howald
Irene Ingram Sage

Kate Logan Good
Midge McAden Cothran
Hettie McCurdy
Della McRae Montgomery
Annie Newton
Lillian Ozmer Treadwell
Mary Payne Bullard
Marion Peel Calhoun
Gertrude Pollard
Evelyn Ramspeck Glenn
Vera Reins Kamper
Louise Scott Sams
Amy Seay Lawton
Corinne Simril
Henrietta Smith Bradley
Florence Stokes Henry
Julia Stokes
Susie Thomas Jenkins
Lucy Thomson
Kate Steele Vickers
Estelle Webb Shadburn
Annie Wiley Preston
Frances Winship Walters
Ethel Woolf
Bessie Young Brown
Susan Young Eagan
89 givers; \$186,583.50

ACADEMY

Mildred Beatty Miller
Lillian Burns Chastain
Helen Camp Richardson
Eudora Campbell Haynie
Lena Christian Richardson
Laura Belle Gilbert Eaton
Julia Green Heinz
Maccie Haas Harrison
Bessie Hancock Coleman
Mary Louise Haygood Trotti
Patti Hubbard Stacy
Bertha Hudson Whitaker
Susie Johnson
Tracy L'Engle
Lois McPherson McDougall
Marion Phinizy Black
Mary Russell Green
Laura Sawtelle Palmer
Elizabeth Tuller Nicolson
Hallie Tumlin Jones
Lidie Whitner Lee
Margaret Wright Alston
22 givers; \$402.00

1906

Ida Lee Hill Irvin
May McKowen Taylor
Ethyl Flemister Fite
3 givers; \$172.00

1907

Irene Foscue Patton

Clyde Pettus
Hattie Lee West Candler
3 givers; \$112.00

1908

Lizzabel Saxon
Sadie Magill
Ethel Reid
3 givers; \$85.00

1909

Louise Davidson
Margaret McCallie
Mattie Newton Traylor
Anne Waddell Bethea
Lillie Bachman Harris
Virginia Barker Hughes
Annie Ludlow Cannon
Jean Powel McCroskey
Robertta Zachry Ingley
9 givers; \$1525.50

1910

Jennie Anderson
Flora Crowe Whitmire
Emma Louise Eldridge Ferguson
Eleanor Frieron
Mattie Hunter Marshall
Clyde McDaniel Jackson
Lucy Reagan Redwine
Annie Smith Moore
Mildred Thomson
Beulah Adamson
Tommie Barker
Emma Binns Majer
Marian Brumby Hammond
Lucy Johnson Ozmer
14 givers; \$919.00

1911

Lucile Alexander
Adelaide Cunningham
Geraldine Hood Burns
Mary Wallace Kirk
Gladys Lee Kelly
Louise Wells Parsons
Theodosia Willingham Anderson
Kathrine Boothe Jenkins
Florinne Brown Arnold
Lida Caldwell Wilson
Blanche Collins Smith
Anne Fields
Ida King Akers
Gussie O'Neal Johnson
14 givers; \$1427.00

1912

Antoinette Blackburn Rust
Cornelia Cooper
Martha Hall Young
May Joe Lott Bunkley
Marie MacIntyre Alexander
Fannie Mayson Donaldson

Annie Chapin McLane
 Janette Newton Hart
 Ruth Slack Smith
 Carol Stearns Wey
 Lucy Fitzhugh Maxfield
 12 givers; \$1014.00

1913

Allie Candler Guy
 Kate Clark
 Mary Lois Enzor Bynum
 Elizabeth Joiner Williams
 Janie McGaughey
 Emma Pope Moss Dieckmann
 Eleanor Pinkston Stokes
 Margaret Roberts Graham
 Lavalette Sloan Tucker
 Elizabeth Dunwody Hall
 Rebie Harwell Hill
 Josephine Stoney McDougall
 Julia Pratt Smith Slack
 12 givers; \$477.00

1914

Bertha Adams
 Ruth Blue Barnes
 Mary Brown Florence
 Mildred Holmes Dickert
 Annie Tait Jenkins
 Kathleen Kennedy
 Essie Roberts Dupre
 Martha Rogers Noble
 Margaret Brown Bachman
 Flo-Wilma Curtner Dobson
 Ruth McElmurray Cottran
 11 givers; \$216.00

1915

Marion Black Cantelou
 Annie Pope Bryan Scott
 Mary Hyer Dale
 Sallie May King
 Catherine Parker
 Grace Reid
 Kate Richardson Wicker
 Mary West Thatcher
 Lucile Daley
 Frances Farley Thornton
 Minnie Hall Scarbrough
 Gladys McMillan Gunn
 2 givers; \$3230.00

1916

Laura Cooper Christopher
 Eloise Gay Brawley
 Ora Glenn Roberts
 Maryellen Harvey Newton
 Ray Harvison Smith
 Charis Hood Barwick
 Leila Johnson Moore
 Margaret Phythian
 Mary Glenn Roberts
 Magara Waldron Crosby
 Clara Whips Dunn

Omah Buchanan Albaugh
 Florine Griffin Carmichael
 Rebekah Lackey Coddling
 Ethel Pharr
 Janie Rogers Allen
 Lovenah Vinson Brown
 Elizabeth Walker Hunter
 18 givers; \$737.00

1917

Louise Ash
 Laurie Caldwell Tucker
 Agnes Scott Donaldson
 Jane Harwell Rutland
 India Hunt Balch
 Willie Belle Jackson McWhorter
 Katharine Lindamood Catlett
 Janet Newton
 Sarah Patton Cortelyou
 Mary Spottswood Payne
 Margaret Pruden Lester
 Ellen Ramsay Phillips
 Louise Roach Fuller
 Virginia Scott Pegues
 Augusta Skeen Cooper
 Frances Thatcher Moses
 Vallie White Hamilton
 Agnes Ball
 Mynelle Blue Grove
 Grace Coffin Armstrong
 Ailsie Cross
 Ida Belle Feldman
 Eva Mae Futch Yost
 Mary Lewis Holt
 Margaret Phillips Boyd
 Maude Shute Squires
 26 givers; \$3272.00

1918

Ruth Anderson O'Neal
 Elva Brehm Florrid
 Belle Cooper
 Ruby Lee Estes Ware
 Alvahn Holmes
 Emma Jones Smith
 Caroline Larendon
 Margaret Leyburn Foster
 Carolina Randolph
 Katherine Seay
 Evamaie Willingham Park
 Emma Kate Anderson
 Bessie Harvey Pew
 Virginia Haugh Franklin
 Katherine Jones Patton
 Lucile Kaye Kraft
 Helen Ledbetter Jenkins
 Catherine Montgomery Williamson
 Mary Helen Sizer Taber
 19 givers; \$1647.00

1919

Blanche Copeland Jones
 Lucy Durr Dunn
 Lois Eve Rozier

Louise Felker Mizell
 Mary Dwight Ford Kennerly
 Frances Glasgow Patterson
 Suttle Ham Hanson
 Julia Ingram Hazzard
 Alice Norman Pate
 Elizabeth Pruden Fagan
 Ethel Rea Rowe
 Margaret Rowe Jones
 Frances Sledd Blake
 Lulu Smith Westcott
 Marguerite Watts Cooper
 Llewellyn Wilburn
 Margaret Brown Davis
 Elizabeth Dimmock Bloodworth
 Hattie Finney Glenn
 Annie Gray Lindgren
 Elizabeth Lawrence Brobston
 Emily Miller Smith
 Dorothy Mitchell Ellis
 23 givers; \$2637.00

1920

Margaret Bland Sewell
 Romola Davis Hardy
 Julia Hagood Cuthbertson
 Elizabeth Lovett
 Lois MacIntyre Beall
 Marion MacPhail
 Virginia McLaughlin
 Laura Molloy Dowling
 Margery Moore Macaulay
 Elizabeth Moss Harris
 Elizabeth Reid LeBey
 Mary Louise Slack Hooker
 Margaret Berryhill Reece
 Eloise Buston Sluss
 Alice Cannon Guille
 Victoria Miller Johns
 16 givers; \$965.50

1921

Margaret Bell Hanna
 Myrtle Blackmon
 Thelma Brown Aiken
 Eleanor Carpenter
 Lois Compton Jennings
 Mary Robb Finney Bass
 Sarah Fulton
 Aimce Glover Little
 Helen Hall Hopkins
 Eugenia Johnston Griffin
 Anna Marie Landress Cate
 Frances Markley Roberts
 Jean McAlister
 Sarah McCurdy Evans
 Charlotte Newton
 Janef Preston
 Eula Russell Kelly
 Julie Saunders Dickerson
 Helen Wayt Cocks
 Virginia Crank Everett
 Mildred Harris
 Julia Heaton Coleman
 Gladys McDaniel Hastings

Caroline Montgomery Branch
Mabel Price Cathcart
Kathleen Stanton Truesdell
26 givers; \$1253.00

1922

Jeannette Archer Neal
Mary Barton
Cama Burgess Clarkson
Sue Cureton
Edythe Davis Croley
Mary Floding Brooks
Otto Gilbert Williams
Ivylyn Girardeau
Ruth Hall Bryant
Catherine Haugh Smith
Marion Hull Morris
Lilburne Ivey Tuttle
Julia Jameson
Juanita Kelly
Mary Lamar Knight
Elizabeth Nichols Lowndes
Ruth Pirkle Berkeley
Ruth Scandrett Hardy
Harriet Scott Bowen
Margaret Smith Lyon
Althea Stephens Parmenter
Laurie Belle Stubbs Johns
Joy Trump Hamlet
Ruth Virden
Elizabeth Wilson
Sarah Alston Lawton
Kathleen Belcher Gaines
Isabel Bennett McCready
Helen Burkhalter Quattlebaum
Lula Groves Campbell Ivey
Caroline Farquhar
Louise Harle
Mary Elizabeth Nisbit Marty
Helene Norwood Lammers
34 givers; \$1146.00

1923

Clara Mae Allen Reinero
Margaret Brenner Awtrey
Sally Brodnax Hansell
Nannie Campbell Roache
Minnie Clarke Cordle
Lucile Dodd Sams
Helen Faw Mull
Maud Foster Jackson
Philippa Gilchrist
Emily Guille Henegar
Queenelle Harrold Sheffield
Lucie Howard Carter
Eleanor Hyde
Eloise Knight Jones
Lucile Little Morgan
Edith Emily McCallie
Elizabeth McClure McGeachy
Anna Hall McDougall Terry
Mary Stewart McLeod
Margaret Ransom Sheffield

Catherine Shields Potts
Alice Virden
Maybeth Carnes Robertson
Lena Feldman
Caroline Moody Jordan
Margaret Parker Turner
Dorothy Scott
Frances Stuart Key
Nell Veal Zipfel
Margaretta Womelsdorf Lumpkin
30 givers; \$1919.00

1924

Frances Amis
Emily Arnold Perry
Rebecca Bivings Rogers
Helen Lane Comfort Sanders
Marguerite Dobbs Maddox
Martha Eakes Matthews
Katie Frank Gilchrist
Frances Gilliland Stukes
Evelyn King Wilkins
Sarah Kinman
Vivian Little
Mary Mann Boon
Margaret McDow MacDougall
Cora Morton Durrett
Frances Myers Dickey
Catherine Nash Goff
Margaret Powell Gay
Carrie Scandrett
Daisy Frances Smith
Polly Stone Buck
Annie Wilson Terry
Annadawn Watson Edwards
Alberta Bieser Havis
Selma Gordon Furman
Mildred McFall
Ruth Spence Spear
Dorothy Walker Brannon
27 givers; \$1650.00

1925

Mary Brown Campbell
Louise Buchanan Proctor
Elizabeth Cheatham Palmer
Agatha Deaver Bradley
Lucile Gause Fryxell
Louise Hannah Melson
Mary Elizabeth Keesler Dalton
Eunice Kell Simmons
Frances Lincoln Moss
Martha Lin Manly Hogshead
Anne LeConte McKay
Lillian Middlebrooks Smears
Ruth Owen
Clyde Passmore
Julia Pope
Floy Sadler
Carolyn Smith Whipple
Emily Ann Spivey Simmons
Sarah Tate Tumlin
Susan Tennent Ellis
Mary Ben Wright Erwin

Anna May Dieckmann Montgomery
Memory Tucker Merritt
23 givers; \$732.00

1926

Helen Bates Law
Lois Bolles Knox
Edyth Carpenter Shuey
Edythe Coleman Paris
Louisa Duls
Ellen Fain Bowen
Mary Freeman Curtis
Edith Gilchrist Berry
Juanita Greer White
Mary Ella Hammond McDowell
Charlotte Higgs Andrews
Hazel Huff Monaghan
Sterling Johnson
Mary Elizabeth Knox Happoldt
Elizabeth Little Meriwether
Catherine Mock Hodgkin
Dorothy Owen Alexander
Polly Perkins Ferry
Louise Pfeiffer Ringel
Kathrine Pitman Brown
Mary Allene Ramage
Nellie Bass Richardson
Elizabeth Shaw McClamroch
Sarah Slaughter
Sarah Smith Merry
Margaret Tufts
Ladie Sue Wallace Nolen
Margaret Whittington Davis
Rosalie Wootten Deck
Mary Ella Zellars Davison
Louise Stokes Hutchison
Norma Tucker Sturtevant
Peggy Whittemore Flowers
33 givers; \$1088.00

1927

Reba Bayless Boyer
Emma Bernhardt
Maurine Bledsoe Bramlett
Charlotte Buckland
Georgia Burns Bristow
Annette Carter Colwell
Lillian Clement Adams
Willie May Coleman Duncan
Martha Crowe Eddins
Frances Dobbs Cross
Eugenie Dozier
Emilie Ehrlich Strasburger
Katherine Gilliland Higgins
Ida Landau Sherman
Ellen Douglass Leyburn
Elizabeth Lilly Swedenberg
Louise Lovejoy Jackson
Elizabeth Lynn
Kenneth Maner Powell
Caroline McKinney Clark
Lucia Nimmons
Elizabeth Norfleet Miller
Stella Pittman Dunkin

Louise Plumb Stephens
 Miriam Preston St. Clair
 Virginia Sevier Hanna
 Sarah Shields Pfeiffer
 Emily Stead
 Edith Strickland Jones
 Elizabeth Vary
 Margie Wakefield
 Mary Weems Rogers
 Roberta Winter
 Edna Anderson Noblin
 Martha Childress Ferris
 Grace Etheredge
 Kathryn Johnson
 38 givers; \$1366.50

1928

Harriet Alexander Kilpatrick
 Elizabeth Cole Shaw
 Patricia Collins Andretta
 Frances Craighead Dwyer
 Mary Crenshaw McCullough
 Betsey Davidson Smith
 Eloise Gaines Wilburn
 Irene Garretson Nichols
 Louise Girardeau Cook
 Sarah Glenn Boyd
 Elizabeth Grier Edmunds
 Muriel Griffin
 Rachel Henderlite
 Josephine Houston Dick
 Elizabeth Hudson McCulloch
 Alice Hunter Rasnake
 Mildred Jennings
 Anais Jones Ramey
 Kathryn Kalmon Nussbaum
 Irene Lowrance Wright
 Janet MacDonald
 Elliott May McLellan Rushton
 Julia Napier North
 Martha Lou Overton
 Evangeline Papageorge
 Mary Shewmaker
 Virginia Skeen Norton
 Grace Ball Sanders
 Madelaine Dunseith Alston
 Frances New McRae
 Mary Stegall Stipp
 41 givers; \$1795.00

1929

Bernette Adams Carter
 Sara Frances Anderson Ramsay
 Therese Barksdale Vinsonhaler
 Helon Brown Williams
 Sara Carter Massee
 Sally Cothran Lambeth
 Mary Ficklen Barnett
 Nancy Fitzgerald Bray
 Margaret Garretson Ford
 Betty Gash
 Alice Glenn Lowry
 Marion Green Johnston
 Earl Hastings Baughman

Elizabeth Hatchett
 Charlotte Hunter
 Katherine Hunter Branch
 Dorothy Hutton Mount
 Sara Johnston Carter
 Lillian LeConte Haddock
 Mabel Marshall Whitehouse
 Alice McDonald Richardson
 Edith McGranahan Smith T
 Julia McLendon Robeson
 Esther Nisbet Anderson
 Eleanor Lee Norris MacKinnon
 Mary Prim Fowler
 Helen Ridley Hartley
 Martha Selman Jacobs
 Sarah Southerland
 Olive Spencer Jones
 Mary Warren Read
 Violet Weeks Miller
 Ruth Worth
 Mary Ansley Howland
 Clara Askew Crawford
 Bettina Bush Carter
 Isabelle Leonard Spearman
 Elsie McNair Maddox
 Rosalinde Moncrief Jordan
 Josephine Pou Varner
 Evelyn Wood Owen
 41 givers; \$3245.50
 *deceased; given by husband

1930

Ruth Bradford Crayton
 Frances Brown Milton
 Gladney Cureton
 Clarene Dorsey
 Augusta Dunbar
 Anne Ehrlich Solomon
 Elizabeth Flinn Eckert
 Alice Garretson Bolles
 Anna Katherine Golucke Conyers
 Jane Bailey Hall Hefner
 Mary McCallie Ware
 Frances Messer
 Blanche Miller Rigby
 Emily Moore Couch
 Lynn Moore Hardy
 Carolyn Nash Hathaway
 Margaret Ogden Stewart
 Carrington Owen
 Sallie Peake
 Shannon Preston Cumming
 Helen Respass Bevier
 Lillian Russell McBeth
 Virginia Shaffner Pleasants
 Janice Catherine Simpson
 Martha Stackhouse Grafton
 Sara Townsend Pittman
 Mary Trammell
 Anne Dowdell Turner
 Crystal Hope Wellborn Gregg
 Harriet B. Williams
 Raemond Wilson Craig
 Emily Campbell

Elizabeth Dodd Thomas
 33 givers; \$1179.00

1931

Margaret Askew Smith
 Laura Brown Logan
 Sara Lou Bullock
 Marjorie Daniel Cole
 Mildred Duncan
 Ruth Dunwoody
 Ruth Etheredge Griffin
 Marion Fielder Martin
 Jean Grey Morgan
 Dorothy Grubb Rivers
 Carolyn Heyman Goodstein
 Sarah Hill Brown
 Chapin Hudson Hankins
 Myra Jervey Hoyle
 Elise Jones
 Dorothy Kethley Klughaupt
 Eunice Lawrence Moorefield
 Anne McCallie
 Jane McLaughlin Titus
 Shirley McPhaul Whitfield
 Louise Miller Elliott
 Frances Murray Hedberg
 Fanny Niles Bolton
 Clara Knox Nunnally Roberts
 Ruth Pringle Pipkin
 Kitty Reid Carson
 Elizabeth Simpson Wilson
 Martha Sprinkle Rafferty
 Mary Sprinkle Allen
 Laelius Stallings Davis
 Cornelia Taylor Stubbs
 Ruth Taylor
 Julia Thompson Smith
 Martha Tower Dance
 Louise Ware Venable
 Martha Watson Smith
 Elizabeth Woolfolk Moyer
 Octavia Howard Smith
 Caroline Jones Johnson
 Mary Winter Wright
 40 givers; \$1261.00

1932

Catherine Baker Matthews
 Varnelle Braddy Perryman
 Harriette Brantley
 Penelope Brown Barnett
 Mary Louise Cawthon
 Margaret Deaver
 Diana Dyer Wilson
 Grace Fincher Trimble
 Marjorie Gamble
 Virginia Gray Pruitt
 Ruth Green
 Elena Greenfield
 Elizabeth Hughes
 LaMyra Kane Swanson
 Mary Miller Brown
 Betty Peoples Brannen
 Margaret Ridgely Bachmann

Flora Riley Bynum
 Louise Stakely
 Olive Weeks Collins
 Martha Williamson Riggs
 Grace Woodward Palmour
 Mary Claire Oliver Cox
 Alice Quarles Henderson
 Katherine Spitz Guthman
 25 givers; \$2982.00

1933

Page Ackerman
 Willa Beckham Lowrance
 Margaret Alice Belote Morse
 Judy Blundell Adler
 Nellie Brown Davenport
 Alice Bullard Nagle
 Sarah Cooper Freyer
 Eugenia Edwards Mackenzie
 Martha Eskridge Love
 Helen Etheredge Griffin
 Mary Belle Evans
 Mary Lillias Garretson
 Margaret Glass Womeldorf
 Lucile Heath McDonald
 Mildred Hooten Keen
 Polly Jones Jackson
 Nancy Kamper Miller
 Roberta Kilpatrick Stubblebine
 Blanche Lindsey Camp
 Caroline Lingle Lester
 Elizabeth K. Lynch
 Vivian Martin Buchanan
 Marie Moss Brandon
 Gail Nelson Blain
 Frances Oglesby Hills
 Margaret Ridley Beggs
 Letitia Rockmore Lange
 Sarah Shadburn Heath
 Laura Spivey Massie
 Margaret Telford St. Amant
 Mary Frances Torrance Fleming
 Amelia Wolf Bond
 Katharine Woltz Green
 Elizabeth Bolton
 Porter Cowles Pickell
 La'Trelle Robertson Duncan
 36 givers; \$3913.00

1934

Ruth Barnett Kaye
 Aloe Risse Barron Leitch
 Helen Boyd McConnell
 Nellie Chamlee Howard
 Plant Ellis Brown
 Martha England Gunn
 Margaret Friend Stewart
 Lucy Goss Herbert
 Sybil Grant
 Mary Grist Whitehead
 Elinor Hamilton Hightower
 Jane MacMillan Tharpe
 Louise McCain Boyce
 Mary McDonald Sledd

Carrie Lena McMullen Bright
 Ruth Moore Randolph
 Hyta Plowden Mederer
 Florence Preston Bockhorst
 Virginia Prettyman
 Carolyn Russell Nelson
 Mary Sloan Laird
 Rudene Taffar
 Mabel Barton Talmage
 Tennessee Tipton Butler
 Bella Wilson
 Elizabeth Winn Wilson
 Mary Evelyn Winterbottom
 Johnnie May York Rumble
 Flora Young Mobley
 Wanelle Lott
 Sara May Love
 Mallie White Regen
 Eleanor Williams Knox
 33 givers; \$1382.00

1935

Mary Virginia Allen
 Vella Marie Behm Cowan
 Dorothea Blackshear Brady
 Marian Calhoun Murray
 Carolyn Cole Gregory
 Sara Davis Alt
 Helen Derrick
 Betty Fountain Edwards
 Mary Green
 Anne Harman Mauldin
 Elizabeth Heaton Mullino
 Betty Lou Houck Smith
 Anna Humber Little
 Josephine Jennings Brown
 Frances McCalla Ingles
 Julia McClatchey Brooke
 Ida Lois McDaniel
 Clara Morrison Backer
 Alberta Palmour McMillan
 Nell Pattillo Kendall
 Grace Robinson Wynn
 Amy Underwood Trowell
 Laura Whitner Dorsey
 Hester Anne Withers Boyd
 Jacqueline Woolfolk Mathes
 Elizabeth Young Williams
 Genevieve Dorman
 27 givers; \$963.00

1936

Lena Armstrong
 Elizabeth Baethke
 Catherine Bates
 Ernelle Blair Fife
 Meriel Bull Mitchell
 Elizabeth Burson Wilson
 Ann Coffee Packer
 Bazalyn Coley Wynatt
 Margaret Cooper Williams
 Catherine Cunningham Richards
 Elizabeth Forman
 Virginia Gaines Ragland

Helen Handte Morse
 Frances James Donohue
 Agnes Jamison McKoy
 Augusta King Brumby
 Carrie Latimer Duvall
 Sara Lawrence
 Kathryn Leipold Johnson
 Sue McClure Parker
 Sarah Frances McDonald
 Dean McKoin Bushong
 Frances Miller Felts
 Sarah Nichols Judge
 Myra O'Neal Enloe
 Mary Richardson Gauthier
 Lavinia Scott St. Clair
 Adelaide Stevens Ware
 Mary Margaret Stowe Hunter
 Eugenia Symms
 Miriam Talmage Vann
 Marie Townsend
 Sarah Traynham
 Mary Vines Wright
 Lilly Weeks McLean
 Carolyn White Burrill
 Rebecca Whitley Nunan
 Virginia Williams Goodwin
 Sara Catherine Wood Marshall
 Sarah Burnette Thomason
 Carolyn Clements Logue
 Emily Dodge
 Martha Edmonds Allen
 Florrie Erb Bruton
 Adeline Rountree Turman
 45 givers; \$1087.00

1937

Eloisa Alexander LeConte
 Louise Brown Smith
 Lucille Cairns George
 Lucile Dennison Keenan
 Michele Furlow Oliver
 Annie Laura Galloway Phillips
 Mary Gillespie Thompson
 Fannie B. Harris Jones
 Dorothy Jester
 Kitty Jones Malone
 Molly Jones Monroe
 Mary King
 Florence Little
 Vivienne Long McCain
 Mary Malone Martin
 Isabel McCain Brown
 Ora Muse
 Mary Alice Newton Bishop
 Ellen O'Donnell Gartner
 Elizabeth Perrin Powell
 Kathryn Printup Mitchell
 Marie Stalker Smith
 Frances Steele Gordy
 Laura Steele
 Martha Summers Lamberson
 Mildred Tilly
 Eula Turner Kuchler
 Margaret Watson

Jessie Williams Howell
 Betty Willis Whitehead
 Frances Wilson Hurst
 Frances Balkcom
 Barbara Hertwig Meschter
 Elizabeth Moore Weaver
 Vivienne Trice Ansley
 Chrysanthi Tuntas Demetry
 36 givers; \$928.50

1938

Jean Adams Weersing
 Tommy Ruth Blackmon Waldo
 Elizabeth Blackshear Flinn
 Elsie Blackstone Veatch
 Katherine Brittingham Hunter
 Martha Peek Brown Miller
 Susan Bryan Cooke
 Jean Chalmers Smith
 * Laura Coit Jones
 Mildred Davis Adams
 Goudyloch Erwin Dyer
 Mary Lillian Fairly Hupper
 Norma Faurot Oakes
 Mary Elizabeth Galloway Blount
 Ann Worthy Johnson
 Winifred Kellersberger Vass
 Mary Anne Kernan
 Eliza King Paschall
 Jeanne Matthews Darlington
 Elizabeth McCord Lawler
 Margaret Morrison Blumberg
 Primrose Noble Phelps
 Joyce Roper McKey
 Virginia Sutenfield
 Grace Tazewell Flowers
 Anne Thompson Rose
 Jane Turner Smith
 Elizabeth Warden
 Virginia Watson Logan
 Elsie West Meehan
 Lydia Whitner Black
 Annie Hastie McInnis
 Kennon Henderson Patton
 Lily Hoffman Ford
 34 givers; \$1101.00
 * deceased

1939

Alice Adams
 Jean Bailey Owen
 Rachel Campbell Gibson
 Lelia Carson Watlington
 Virginia Cofer Avery
 Sarah Joyce Cunningham Carpenter
 Jane Dryfoos Bijur
 Catherine Farrar
 Mary Virginia Farrar Shearouse
 Dorothy Graham Gilmer
 Mary Frances Guthrie Brooks
 Eleanor Hall
 Jane Hamilton Ray
 Mary Hollingsworth Hatfield

Cora Kay Hutchins Blackwelder
 Phyllis Johnson O'Neal
 Virginia Kyle Dean
 Helen Lichten Solomonson
 Douglas Lyle Rowlett
 Emily MacMoreland Midkiff
 Emma McMullen Doom
 Mary Wells McNeill
 Helen Moses Regenstein
 Amelia Nickels Calhoun
 Julia Porter Curry
 Mamie Lee Ratliff Finger
 Hayden Sanford Sams
 Aileen Shortley Whipple
 Alice Anna Sill
 Penny Simonton Boothe
 Mary Frances Thompson
 Elinor Tyler Richardson
 Ann Watkins Ansley
 Cary Wheeler Bowers
 Mary Ellen Whetsell Timmons
 Caroline Armistead Martin
 Ethelyn Boswell Purdie
 Mildred Brown Claiborne
 Jane Carithers Wellington
 Margaret Edmunds
 Sara Beaty Sloan Schoonmaker
 Cornelia Whitner Campbell
 42 givers; \$1231.00

1940

Frances Abbot Burns
 Betty Alderman Vinson
 Grace Elizabeth Anderson Cooper
 Evelyn Baty Landis
 Anna Margaret Bond Brannon
 Eugenia Bridges Trawicky
 Jeanette Carroll Smith
 Helen Carson
 Ernestine Cass McGee
 Elizabeth Davis Moore
 Lillie Belle Drake
 Anne Enloe
 Carolyn Forman
 Marian Franklin Anderson
 Mary Lang Gill Olson
 Wilma Griffith Clapp
 Polly Heaslett Badger
 Gary Horne Petrey
 Eleanor Hutchens
 Kathleen Jones Durden
 Mildred Joseph Colyer
 Caroline Lee Mackay
 Eloise Lennard Smith
 Virginia McWhorter Freeman
 Mary Frances Moore Culpepper
 Julia Moseley
 Jane Moses Ranwez
 Nell Moss Roberts
 Barbara Murlin Pendleton
 Betty Jean O'Brien Jackson
 Katherine Patton Carrow
 Nell Pinner Sannella
 Margaret Ratchford
 Mary Reins Burge

Isabella Robertson White
 Ruth Slack Roach
 Hazel Solomon Beazley
 Louise Sullivan Fry
 Mary McC. Templeton
 Emilie Thomas Gibson
 Henrietta Thompson Wilkinson
 Emily Underwood Gault
 Violet Jane Watkins
 Eloise Weeks Gibson
 Margaret Barnes
 Mary Kate Burruss Proctor
 Eva Copeland
 Margaret Currie Ellwood
 Martha Fite Wink
 Betty Ann Hubbard Courtney
 51 givers; \$1310.62

1941

Frances Alston Lewis
 Stuart Arbuckle Osteen
 Elizabeth Barrett Alldredge
 Miriam Bedinger Williamson
 June Boykin Tindall
 Frances Breg Marsden
 Sabine Brumby
 Gladys Burks Bielaski
 Harriette Cochran
 Virginia Collier Dennis
 Freda Copeland Hoffman
 Jean Dennison Brooks
 Florence Ellis Gifford
 Margaret Falkinburg Myers
 Louise Franklin Livingston
 Caroline Gray Truslow
 Edith Hencgar Bronson
 Ann Henry
 Elizabeth Irby Milam
 Aileen Kasper Borrish
 Elizabeth Kendrick Woolford
 Helen Klugh McRae
 Betty Kyle Langenwalter
 Marcia Mansfield Fox
 Anne Martin
 Valgerda Nielsen Dent
 Mollie Oliver
 Pattie Patterson Johnson
 Marion Phillips Comento
 Marion Phillips Richards
 Sue Phillips Morgan
 Elta Robinson Posey
 Louise Sams Hardy
 Lillian Schwencke Cook
 Susan Self Teat
 Gene Slack Morse
 Elizabeth Stevenson
 Carolyn Strozier
 Elaine Stubbs Mitchell
 Ellen Stuart Patton
 Tommay Turner Peacock
 Grace Walker Winn
 Mary Madison Wisdom
 Anita Woolfolk Cleveland
 Ruth Ashburn Kline

Nancy Gribble Nelson
Sara Lee Jackson
47 givers; \$908.00

1942

Martha Arant Allgood
Jean Beutell Abrams
Betty Ann Brooks
Martie Buffalow Rust
Frances Butt Singer
Anne Chambless Bateman
Sylvia Cohn Levy
Sarah Copeland Little
Dorothy Cremin
Billie Davis Nelson
Dale Drennan Hicks
Susan Dyer Oliver
Mary Lightfoot Elcan Nichols
Polly Frink Bunnell
Lillian Gudenrath Massey
Virginia Hale Murray
Neva Jackson Webb
Jeanne Lee Butt
Ila Belle Levie Bagwell
Caroline Long Armstrong
Mary Dean Lott Lee
Susanna McWhorter Reckard
Betty Medlock
Virginia Montgomery
Dorothy Nabers Allen
Mary Louise Palmour Barber
Louise Pruitt Jones
Claire Purcell Smith
Mary Elizabeth Robertson Perry
Elizabeth Russell Stelling
Margaret Sheftall Chester
Jane Shelby Clay
Margaret Smith Wagnon
Jane Stillwell Espy
Betty Sunderland Bent
Jane Taylor White
Frances Tucker Owen
Ailene Barron Penick
Betty Nash Story
Theodosia Ripley Landis
Ruth Smith Wilson
Nancy Wimpfheimer Wolff
42 givers; \$1006.50

1943

Emily Anderson Hightower
Betty Bates
Flora Campbell McLain
Alice Clements Shinall
Maryann Cochran Abbott
Joella Craig Good
Laura Cumming Northey
Martha Dale Moses
Margaret Downie Hutchings
Betty DuBose Skiles
Anne Frierson Smoak
Nancy Green
Susan Guthrie
Helen Hale Lawton

Elizabeth Hartsfield
Betty Henderson Cameron
Ann Hilsman Knight
Nancy Hirsh Rosengarten
Dorothy Holloran Addison
Bryant Holsenbeck Moore
Mardia Hopper Brown
Ruth Kuniansky Willner
Sterly Lebey Wilder
Ruth Lineback von Arx
Anne Paisley Boyd
Frances Radford Mauldin
Ruby Rosser Davis
Clara Rountree Couch
Anne Scott Wilkinson
Margaret Shaw Allred
Martha Ann Smith Roberts
Susan Spurlock Wilkins
Regina Stokes Barnes
Mabel Stowe Query
Kay Wright Philips
Mary Blakemore Johnston
Nancy Fellenz Affeldt
Jane Gwin Stipe
Charlotte Shepeard Lennon
Jean Tucker
Mary Wolford
41 givers; \$959.00

1944

Clare Bedinger Baldwin
Claire Bennett Kelly
Yolanda Bernabe Montealegre
Betty Bowman
Eloise Gay Brawley
Louise Breedin Griffith
Mary Carr Townsend
Jean Clarkson
Carolyn Daniel Payne
Barbara Jane Daniels
Betty Dickson Druary
Mary Dozier Pallotta
Mary Louise Duffee Philips
Elizabeth Edwards Wilson
Patricia Evans
Ruth Farrior
Pauline Garvin Keen
Zena Harris Temkin
Elizabeth Harvard
Julia Harvard Warnock
Kathryn Hill Whitfield
Madeline Hosmer Brenner
Adelaide Humphreys
Ann Jacob
Catherine Kollock Thoroman
June Lanier Beckman
Martha Ray Lasseter Storey
Lois Martin Busby
Mary Maxwell Hutcheson
Aurie Montgomery Miller
Katherine Philips Long
Bobbie Powell Flowers
Anne Sale
Betty Pope Scott Noble
Marjorie Smith Stephens

Anna Sullivan Huffmaster
Robin Taylor Horneffer
Katheryne Thompson Mangum
Elise Tilghman
Betty Vecsey
Billy Walker Shellack
Anne Ward
Jeanne White
Smiley Williams
Jo Young Sullivan
Virginia Barr McFarland
Ann Bumstead Phillips
Evelyn Check Stevenson
Imogene Gower
Kay Wilkinson Orr
50 givers; \$1068.00

1945

Ruth Anderson Stall
Bettye Ashcraft Senter
Anabel Bleckley Bickford
Virginia Bowie
Elizabeth Carpenter Bardin
Virginia Carter Caldwell
Hansell Cousar Palme
Margaret Dale Smith
Beth Daniel
Anne Equen Ballard
Pauline Ertz Wechsler
Joyce Freeman Marting
Barbara Frink Allen
Betty Glenn Stow
Martha Jean Gower Woolsey
Ruth Gray Walker
Elizabeth Gribble Cook
Emily Higgins Bradley
Dorothy Hunter
Dottie Kahn Prunhuber
Frances King Mann
Susan Kirtley White
Jane Kreiling Mell
Elaine Kuniansky Gutstadt
Mary Louise Law
Marion Leathers Daniels
Eloise Lyndon Rudy
Martha Jane Mack Simons
Jean McCurry Wood
Montene Melson Mason
Molly Milam
Scott Newell Newton
Mary Neely Norris King
Martha Patterson
Inge Probststein
Jeanne Robinson
Ceevah Rosenthal
Bess Sheppard Poole
Julia Slack Hunter
Joan Stevenson Wing
Ann Strickland
Lois Sullivan Kay
Bonnie Turner Buchanan
Dot Lee Webb McKee
Kate Webb Clary
Wendy Whittle Hoge
Frances Woodall Shank

Betty Campell Wiggins
 Ruth Doggett
 Betty Franks
 Beverly King Pollock
 Juanita Lanier Porter
 Alice Mann
 Rounelle Martin
 Margaret Shepherd Yates
 Agnes Waters Scofield
 56 givers; \$1015.00

1946

Jeanne Addison Masengill
 Mary Lillian Allen Wilkes
 Margaret Bear Moore
 Jane Bowman
 Emily Ann Bradford Batts
 Kathryn Burnett Gatewood
 Mary Cargill
 Jean Chewning Lewis
 Mary Ann Courtenay
 Edwina Davis
 Eleanor Davis Scott
 Dot DeVane Redfearn
 Conradine Fraser Riddle
 Jean Fuller Hall
 Gloria Gaines
 Alice Gordon Pender
 Shirley Graves Cochrane
 Ellen Hayes
 Elizabeth Horn
 Betty Howell
 Anne Hoyt Jolley
 Louise Isaacson Bernard
 Lura Johnston Watkins
 Eugenia Jones Howard
 Marjorie Karlson
 Stratton Lee
 Ruth Limbert
 Betty Long Sale
 Mildred McCain Kinnaird
 Margaret Mizell Dean
 Anne Murrell
 Marjorie Naab Bolen
 Anne Noell Fowler
 Elizabeth Osborne Rollins
 Betty Patrick Merritt
 Peg Perez Westall
 Celetta Powell Jones
 Anne Register
 Louise Reid
 Eleanor Reynolds
 Mary Russell Mitchell
 Mary Jane Schumacher
 Ruth Simpson
 Betye Smith
 Jean Stewart
 Minnewil Story McNeal
 Margurite Toole
 Peggy Trice Hall
 Lucy Turner Knight
 Maud Van Dyke Jennings
 Mary Catherine Vinsant Grymes
 Rite Watson
 Verna Weems Macbeth

Betty Weinschenk
 Winifred Wilkinson
 Eva Williams Jemison
 Peggy Willmon Robinson
 LaNelle Wright Humphries
 Betty Jane Hancock Moore
 Carolyn Lewis Hodges
 Grace Love
 Jean Rooney
 Jacqueline Sterchi Hall
 63 givers; \$1009.50

1947

Marie Adams Conyers
 Louisa Aichel McIntosh
 Mary Frances Anderson
 Betty Andrews
 Isabel Asbury
 Virginia Barksdale
 Joanne Benton
 Glassell Beale Smalley
 Margaret Bond
 Marguerite Born Hornsby
 Eleanor Calley Story
 Jane Cooke
 Helen Currie
 Virginia Dickson
 Anna George Dobbins
 Anne Eidson Owen
 Nelson Fisher
 Mary Jane Fuller
 Dorothy Galloway
 Lilaine Harris
 Mary Emily Harris
 Genet Heery Barron
 Charlotte Hevener
 Louise Hoyt Minor
 Sue Hutchens Henson
 Marianne Jeffries Williams
 Kathryn Johnson
 Margaret Kelly Wells
 Doris Kissing
 Mary Brown Mahon
 Marguerite Mattison Rice
 Margaret McManus Landham
 Jane Meadows Oliver
 Florence Paisley
 Angela Pardington
 Bet Patterson King
 Sophia Pedakis Papador
 Helen Pope
 Betty Jean Radford Moeller
 Ellen Rosenblatt Caswell
 Lorenn Ross
 Nellie Scott
 Nancy Shelton Parrott
 Barbara Smith Hull
 Barbara Sproesser
 Caroline Squires Rankin
 June Thomason Lindgren
 Betty Turner Marrow
 May Turner
 Dorothy Wadlington Singleton
 Mary Walker Williams
 Laura Winchester

Christina Yates
 Betty Zeigler de la Mater
 Margaret Cochran Stewart
 Peggy Gregg Scott
 Ann Martin
 57 givers; \$1594.00

1948

Dabney Adams
 Ginny Andrews
 Jane Barker Secord
 Martha Beacham
 Barbara Blair
 Elizabeth Blair Carter
 Betty Jean Brown
 Flora Bryant
 Julia Ann Coleman Parham
 Mary Alice Compton
 Lulu Croft
 Susan Daugherty
 Amelia Davis
 Nancy Deal Weaver
 Adele Dieckmann
 June Driskill
 Elizabeth Dunn
 Anne Elean
 Anne Ezzard
 Rose Mary Griffin Wilson
 Jane Hailey Boyd
 Kathleen Hewson
 Caroline Hodges Roberts
 Martha Humber
 Mary Elizabeth Jackson
 Beth Jones Crabill
 Mildred Claire Jones Colvin
 Margie Klein Thomson
 Marybeth Little
 Mary Sheely Little Schenk
 Roberta MacLagan Wingard
 Lady Major
 Mary Manly Ryman
 Lou McLaurin
 Jenn Payne Miller
 Susan Pope
 Evelyn Puckett Woodward
 Billie Mae Redd
 Harriet Reid
 Ruth Richardson
 Anna Clark Rogers
 Jane Rushin Hungerford
 Teresa Rutland Sanders
 Zollie Saxon
 Rebekah Scott Bryan
 Anne Shepherd McKee
 Mary Gene Sims
 Jackie Stewart
 Anne Treadwell
 Virginia Tucker
 Pagie Violette
 Lida Walker Askew
 Barbara Waugaman
 Sara Catherine Wilkinson
 Suzanne Willson

Emily Wright Cumming
Margaret Yancey
Marian Yancey
Dorothy Ann Chapman
Nancy Haislip Cammack
Minnie Hamilton Mallinson
Cathryn Anne Henderson
Ann McCurdy Hughes
Ann Patterson Puckett
Barbara Whipple
65 givers; \$1303.00

1949 NON-GRADUATES

Josephine Snow
Betty Ann Whitaker Kelly
2 givers; \$30.00

Members of the graduating class of
1949 contributed 100% during their
senior year.

SPECIALS

Jeanne Countryman
Ann Stansbury MacKenzie
2 givers; \$8.00

OTHER FRIENDS

Anonymous
James L. Bible
Mary G. Bright
Mrs. Elijah A. Brown
Mrs. J. Bulow Campbell
Annemarie Eaton
Elza C. Harne
Eula Jarnagin
Mrs. W. J. Powell
Mrs. Mary V. Toby

Chattanooga Club
Chicago Club
Decatur Club
Tallahassee Club
14 givers; \$286.25

Totals:

1430 givers

\$246,141.87

APOLOGIES to approximately two hundred alumnae whose gifts have come in since the preceding pages went to the printer. A new list will appear early in December. Anyone whose pledge or contribution was sent in before October 15 and whose name does not appear on the present roster is asked to notify the Alumnae Office. Accidental omissions *will* occur in spite of the great care taken to guard against them.

The Office wishes also to express appreciation and thanks to alumnae who have written to say that they are deeply interested in the Campaign although serious financial straits make it impossible for them to give.

STUDENT SELECTION. Doris Sullivan '49, Alumnae Representative, will come at your invitation—if you are not TOO far away—to talk to promising high school girls in your city.

HIGH SCHOOL IMPROVEMENT. Are future college students getting what they need? If college graduates in the locality don't guard the interests of these students, no one else is likely to.

PERSONAL GROWTH. College educates people to go on educating themselves. Reading lists prepared by Agnes Scott faculty members may be used by clubs as well as by individuals.

A SHARE IN THE COLLEGE. Through your club you can identify yourself with Agnes Scott—its spirit and its aspirations—and take part in its work.

JUST VISITING. If you enjoyed your friends in college, you'll find refreshment with the Agnes Scott alumnae in your city.

ALUMNAE CLUBS bring Agnes Scott to you. YOU TOO can start one.*

CHATTANOOGA entertained Doris Sullivan and prospective students in October . . . The three clubs in DECATUR and ATLANTA, among them, heard President McCain and Faculty Members Alston, Dunstan, Laney and Sims. MIAMI had Mr. Alston as speaker in November . . . BIRMINGHAM started a person-to-person drive for the Campaign, met with Alumnae President Betty Lou Houck Smith '35 and with Mr. Alston, in September . . . CHARLOTTE had Betty Lou up to speak in October, entertained Doris and prospective students in November . . . DALTON held a meeting for Doris and students in November . . . WINSTON-SALEM gave a tea for her and invited students in November . . . Alumnae in several places made contact with the high schools in advance for her.

* The Alumnae Office will send you, on request, a list of alumnae in your city and a Handbook for Clubs outlining the simple procedure of organizing.

To Forward: Add 3c Postage

EVENTS ON CAMPUS

- Nov. 20—"Houses USA," a pictorial history of home architecture from the 17th century to today, goes on display in 321 Buttrick Hall. Open until Dec. 3. No charge; 9 to 5.
- Nov. 23 & 24—*Eastward in Eden* presented by Blackfriars. A play based on the love story of Emily Dickinson. Gaines Auditorium, Presser Hall, 8:30 p.m. Call the College switchboard, DE. 2571, about tickets.
- Dec. 11—Christmas carol service by the College Choir. Gaines Chapel, Presser Hall, 4:30 p.m. No charge.
- Dec. 13—Junior Agnes Scott Club of Atlanta invites other alumnae to hear Mr. Dieckmann play and comment on Christmas music. Gaines Chapel, Presser Hall, 8 p.m. No charge.
- Jan. 24—Margaret Webster Shakespeare company in play to be announced, presented by Lecture Association. Gaines Auditorium, Presser Hall, 8 p.m. Call College switchboard, DE. 2571, about tickets.
- Feb. 10—*The Gondoliers*, presented by the Glee Club. Gaines Auditorium, Presser Hall, 8:30 p.m. Call College switchboard about tickets.
- Feb. 10-11—ALUMNAE WEEKEND. Program not yet completed.
- Feb. 21—*The Rape of the Lock*, original ballet by Celia Spiro, a junior at Agnes Scott. Presented by Dance Group, Presser Hall. Call College switchboard about tickets.

The

AGNES SCOTT

Alumnae Quarterly



Objective Attained

WINTER 1950

The Alumnae Association of Agnes Scott College

Officers

BETTY LOU HOUCK SMITH, '35
President

KENNETH MANER POWELL '27
Vice-President

PERNETTE ADAMS CARTER '29
Vice-President

DOROTHY HOLLORAN ADDISON '43
Vice-President

JANE TAYLOR WHITE '42
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Treasurer

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Residence

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Tea Room

LAURIE BELLE STUBBS JOHNS '22
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HAYDEN SANFORD SAMS '39
Entertainment

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Education

VIRGINIA WOOD '35
Vocational Guidance

FRANCES RADFORD MAULDIN '43
Class Officers

ELIZA KING PASCHALL '38
Nominations

Staff

ELEANOR N. HUTCHENS '40
Director of Alumnae Affairs

EMILY HIGGINS BRADLEY '45
Office Manager

RUTH HUNT MORRIS '49
Residence Manager and Office Assistant

Member American Alumni Council

The Agnes Scott Alumnae Quarterly is published four times a year (November, February, April and July) by the Alumnae Association of Agnes Scott College at Decatur, Georgia. Contributors to the Alumnae Fund receive the magazine. Yearly subscription, \$2.00. Single copy, 50 cents. Entered as second-class matter at the Post Office at Decatur, Georgia, under Act of August 24, 1912.

The AGNES SCOTT Alumnae Quarterly

Agnes Scott College, Decatur, Georgia

Volume 28, Number 2

Winter, 1950

AT PRESS TIME—

Plans for offering home-making instruction at Agnes Scott are under discussion by the faculty and administration. Alumnae are invited to send their suggestions by March 1 to the Alumnae Office.

END OF THE EIGHTH	2
A TIME FOR INVENTORY..... <i>Wallace M. Alston</i>	3
PRESENT REQUIREMENTS	8
<i>S. Guerry Stukes</i>	
THE CROOKED CORRIDOR	
THE CLIMATE OF WRITING	11
<i>Elizabeth Stevenson</i>	
TRUTH AND FLAVOR	14
<i>Ellen Douglass Leyburn</i>	
<i>Mr. Jones, Meet the Master</i>	16
HITHERTO-HIDDEN WORLDS	17
<i>Marybeth Little</i>	
CLASS NEWS	20

ELEANOR N. HUTCHENS '40 EDITOR

End of the Eighth

At the first chapel after the Christmas holidays, President J. R. McCain opened the usual devotional service and then began to tell the students and faculty of Agnes Scott that the eighth fund campaign for the College had succeeded.

Speaking quietly but with evident pleasure, he reviewed the history of the drive, beginning with the anonymous offer of \$500,000 and proceeding to the campus campaign, the work of the alumnae and their husbands, the large special gifts, and the final moment on the afternoon of December 31 when the total of \$1,000,000 was reached. Not stopping for applause, which his audience was burning to give, he went on to pay tribute to the groups and individuals who had had a part in the effort. As he finished with a grateful observation on the outcome and prepared to announce the closing hymn, loud and determined clapping began in a back row of the faculty section and spread over the chapel. Seizing the moment, Vice-President Wallace Alston rose from this section and went down the aisle requesting permission to speak.

"The success of this campaign is a great, a tremendous personal achievement for our President," he said. "None of it could have been done without him; he is responsible for the whole victory."

The college community rose to its feet in a body and gave Dr. McCain a powerful and prolonged ovation expressing not only its recognition of his success in the 1949 Campaign but its feeling for him as a beloved leader who in his complete modesty would have given credit for his achievement to everyone except himself. At last the applause ceased and students and faculty stood awaiting his next words.

"We will conclude our worship with Hymn 642," he said.

* * *

The campaign which ended with a rush of alumnae gifts on the last day of 1949 had begun in the previous year, when a friend of the College who chose to remain anonymous offered a gift of \$500,000 to further its work. Agnes Scott had postponed for several years the fund drive made inevitable for nearly all independent colleges by increased costs and diminished interest rates; now it set to work to raise \$500,000 in endowment and \$500,000 in building gifts.

One of the first contributions was the \$81,000 which Frances Winship Walters added to her original \$100,000 gift for a new Infirmary. Another encouragement was the response of the campus community, which gave 100% in number and 200% in amount, pledging twice its \$20,000 quota. Alumnae sent about \$12,000 in answer to the first appeal mailed to them, a brochure called "Greatness in a College."

As 1949 opened, the "relaxed campaign" for which President McCain had hoped began to take on tension; the million mark seemed very far away and the deadline very near. The first great news of the year was the Founder's Day announcement that Annie Louise Harrison Waterman had promised to give \$100,000 for the endowment of a Department of Speech.

Late in the spring, the building half of the goal was suddenly achieved when friends of Mrs. Lettie Pate Evans of Hot Springs, Va., promised about \$400,000 for a magnificent and urgently needed new dining hall, toward which Mrs. Evans personally gave a substantial sum.

As the summer wore away, prospects for success seemed to darken. Fewer than 900 alumnae had given by mid-August. They had not been solicited urgently; no additional personnel had been (nor was subsequently) employed for the task of presenting the campaign case to the 6,500 former students in the active mailing files of the Alumnae Office. It had been resolved to make this the least expensive campaign ever conducted for Agnes Scott, in order that the largest possible part of every dollar raised might go into the permanent resources of the College. This resolve was kept to the end.

In the fall the Alumnae Office planned a heavy schedule of appeals for the final months. More than 50,000 pieces of mail went out from the Office before Christmas. In addition, class officers wrote for the second time to remind their classmates that the deadline was close and the need dire. The number of alumnae givers rose 50% in the last eight weeks of the drive. Final statistics on their participation are not yet available.

A complete account of scholarships and other endowment funds set up by the campaign is now in preparation and will be given in the next issue of The Quarterly.

A Time for Inventory

by Wallace M. Alston

Vice-President and Professor of Philosophy

Investiture has become one of Agnes Scott's most cherished traditions. The first investiture ceremony was held in 1913 in the home of Dr. Gaines. Since that time, the capping ceremony has been observed annually. This service, marked by simplicity and dignity, has long been regarded as one of our most distinctive and meaningful college events.

What does investiture mean to us on this campus? It is, of course, the occasion when our seniors are recognized and honored by the college community. This day marks the public assumption of the privileges and obligations of seniority. Moreover, investiture is a time for inventory. I cannot imagine that any member of our senior class could experience this high hour without engaging in honest self-examination. It is a good time (is it not?) for each one of you who are seniors to take stock—to take stock of your successes and failures, your privileges and responsibilities, your intellectual development thus far, your habits of study, your friendships, your spiritual growth, your opportunities for service and leadership. Fortunately, investiture is held in the fall of the year. This means that there is still time to do something about the resolutions and vows that may conceivably result from a process of private inventory.

It seems obvious that an investiture speaker might well regard this ceremony as a strategic time for taking inventory of the assets and liabilities of the sort of education that Agnes Scott is undertaking to offer her students. This is the task that I would like to set for myself in the address of this hour. What are we as a college trying to do *with*, *for*, and *through* you? How well are we succeeding?

At the outset, let us be specific as to what Agnes Scott purports to be and to do. We are a small, Christian, liberal arts college for women. We have deliberately determined that our task is to offer the best possible educational advantages under positive Christian influences. The College undertakes "to prepare Christian women to be a power in blessing the world and glorifying God." We are committed to a

liberal arts training. What this means supremely is that we regard living as our business. We are persuaded that the liberal arts training such as we offer at this institution is the best preparation for life.

Some years ago Mlle. Adelina Patti, the celebrated singer, in giving the location of her Welsh castle in the district of Brecknockshire, said that it was "twenty-three miles from everywhere and very beautiful." I am fully aware that many people today regard a liberal arts education as being vague, indefinite, impractical, and, in large measure, irrelevant. There are those who contend that a liberal arts education, like Mlle. Patti's Welsh castle, is "twenty-three miles from everywhere and very beautiful." My answer to that is to say that if any particular liberal arts program is visionary, vague, and unrelated to life, it is a caricature of the real thing. I am convinced that a liberal arts college, true to its purpose and enlightened in the prosecution of its task, is making the most relevant contribution to practical, effective, abundant living that can be offered by an educational institution in the contemporary world. I agree fully with Toyohiko Kagawa's terse suggestion when he was asked about the future of some of the educational institutions in Japan. Kagawa said, "Let them be pertinent!" I have no defense for any other brand of liberal arts training. A college education ought not to be "twenty-three miles from everywhere and very beautiful." It ought to touch life—touch it vitally and determinatively.

What is Agnes Scott undertaking to do for you who are seniors of the Class of 1950? What are we trying to do *with*, *for*, and *through* students who enroll here year after year? It seems to me that a sentence from the pen of Lord Morley gathers up what I want to say to you just now. Morley wrote, "We learn in this great business of ours—the business of living—how to *be*, to *do*, to *do without*, and to *depart*." If you want to remember the essence of this investiture message, you will find it contained in this brief statement.

I

We are trying here at Agnes Scott to help people to become all that they are capable of being. We are concerned about the enrichment of the whole personality of a student. The Agnes Scott ideal includes high intellectual attainment, simple religious faith, physical well-being, and the development of attractive, poised, mature personality. We believe that we have an obligation to contribute to a well-rounded development rather than to a warped, one-sided concentration of emphasis upon any single aspect of growth.

Christian character means far more here on this campus than a distinguished family tree, a sizeable bank account, extraordinary personal gifts, or even brilliance of mind. We fail, indeed, unless here at Agnes Scott strong character-building influences are made available to a growing life. This college is unashamedly committed to the Christian interpretation of life, and throughout its sixty years has been dedicated to the glory of God. We believe the atmosphere here on this campus is conducive to the development of strong, mature, useful Christian character. Hand in hand with processes that liberate the mind and spirit of a student go corresponding opportunities for developing self-mastery and for making a dedication of life to great ends.

President Kenneth Sills of Bowdoin College has written that a liberal arts education "has always dealt, deals now, and will deal in the future with the freedom of the mind"—concerning itself largely with getting rid of the two great enemies of the freedom of the mind, ignorance and prejudice. The type of education offered at Agnes Scott is predicated upon the conviction that a mind trained to think is essential if life is to be unfettered, rich, and full. A liberal arts college tries to put at the disposal of the student the wealth of the ages, all the while attempting to guide the effort to acquire a working knowledge of the clues and the tools essential to an appreciation of the intellectual and spiritual treasures that so many people are neglecting. John Erskine spoke our language when he said that people like ourselves have a moral obligation to be intelligent. We would probably not hesitate to add that there is something tragic about mental and spiritual impoverishment in a world of treasure. Certainly, one of the functions of a liberal arts institution is to undertake to reveal, interpret, and assist the student to appropriate some of this wealth of the mind and spirit.

Over the state library at Columbus, Ohio, is this inscription: "My treasures are within." Surely this

ought to be characteristic of every Agnes Scott student. Do you remember Mr. Rosen in Willa Cather's *Obscure Destinies*? The author writes of Mr. Rosen, "All countries were beautiful to Mr. Rosen. He carried a country of his own in his mind and was able to unfold it like a tent in any wilderness." The real world, the world in which we live, is not only a world of economic, national, racial, and class tensions and strifes. The real world is also a world of books, of art, of great music—a world of ideas, of values, of harmony, color, order, variety. What right have we to be bored, restless, irritable, intellectual and spiritual paupers in the midst of such wealth? What more significant thing can a college do than to relate the mind and spirit of a student to the resources that bring a deep, abiding satisfaction, not only now but through all the years to come?

II

Then, too, a very definite part of our task here at Agnes Scott is gathered up in Lord Morley's statement that we learn in this great business of living *how to do*.

We ought never to forget the close integration of learning and living—indeed, of learning and making a living! In some academic quarters this may sound like heresy, but it is, it seems to me, part and parcel of a true liberal arts conception. I believe we who are committed to the liberal arts point of view in education have made a great mistake in allowing those who differ with us to represent our attitude toward the workaday vocational necessities as one of indifference. The Fortune Survey of Higher Education that appeared in September makes factually clear what has been evident for a long time, namely, that a liberal arts education does not rank very high in the estimation of large segments of the American public. If you study this important survey you will discover that the primary reason for this sentiment is that people generally are concerned to have their sons and daughters trained "to get along in the world"—and they assume that a liberal arts college is neither particularly concerned with the whole matter of vocation nor prepared to contribute helpfully in equipping young people to face the stern realities of making a living. In answer to the question as to what parents want their sons and daughters to get out of a college education, 66 per cent of the replies for sons and 48 per cent for daughters were in terms of "preparation for a better job, a trade or profession, greater earning power." You see, it is generally assumed that at least in the

matter of vocational preparation, a liberal arts college like Agnes Scott is "twenty-three miles from everywhere and very beautiful."

Now, actually, this is not the truth. If liberal arts education is primarily concerned with this business of living, then it is simply impossible for us to wash our hands of vocational preparation. As a matter of fact, we have not done that, in spite of all that has been said to the contrary.

Integral to an adequate philosophy of liberal arts education is the recognition that intellectual curiosity, intellectual resourcefulness, and a well-rounded, growing personality are among the most valuable vocational assets that an individual can have. In a world like this where citizenship of an intelligent and responsible sort is so necessary, surely liberal arts training has some contribution to make. In these days when the general level of intelligence is being raised, when information is so widely disseminated, and cultural opportunities more available than ever before, unquestionably a liberal arts training is relevant to professional and business competence—to the making of a living and all that that involves.

In his recent report to the Presbyterian (U. S. and U. S. A.) Synods of Kentucky, President Walter A. Groves, of Centre College, had this to say: "This (vocational) emphasis will receive rightful recognition once it is seen that the liberal arts college has the specific job of helping to find and to educate the men and women needed for leadership at crucial points in the organization of a democratic society. These are the men and women to be charged with particular responsibilities in the church, in the government at all levels, in business and industry, in labor, in the many scientific fields, in education, elementary, middle and higher, in the old line professions, and even in many places in the vast maze of technological problems arising in our modern world. Thus the job of the liberal arts college is just as specialized as that of any technological institution. It is specifically designed for those whose work is going to be concerned primarily with people rather than things. A look into the catalogue of any liberal arts college reveals something of this specialized training. Politics and law, economics and business administration, medicine and its related fields, theology and its branches, education at all levels, homemaking and journalism are the fields for which the liberal arts program is considered the essential preparation. This does not mean that the graduate of the liberal arts college is prepared to practice law or

enter politics, to enter the Christian ministry, or to be a journalist, but it does mean that the liberal arts in a special way are a preparation for these specializations. This is so because the problems of these fields of activity are essentially those stressed in the liberal arts pattern. Similarly, the diversity of problems entailed in modern society is something for which the liberal arts program is better fitted than any other. But note that emphasis is upon problems, which means that the demand is for sound intellectual training with as wide an experience as possible."

I would not for one moment favor a revision of the curriculum at Agnes Scott to include numerous so-called "gadget courses." What I do believe is that we have a right and, indeed, a duty to interpret liberal arts training in terms of practical living, to say unequivocally that we do have a vocational function, and to accept our responsibility in making this function as adequate as we are able. In the rapidly changing world of business, technology, and social order, a narrowly specialized training may conceivably become obsolete before a student finishes his college course. Broad basic work in college, with emphasis, if you please, upon the humanities, is not only good intellectual discipline and the vehicle through which culture is acquired; it is the best possible vocational preparation for the present and for the future in such a world as ours. We need to realize that the liberal arts have always been closely linked with the business of living. So far as I am able to see, the future of liberal arts education depends in large measure upon the extent to which those who are administrators and teachers may be able to interpret the place of liberal arts studies and procedures in terms of the life of the individual and the community. Culture never has and never will function in a vacuum. One of the great needs of our time is to bring culture to bear upon the practical tasks and problems of life. When that is done, the liberal arts college will enter upon a new period of significance in the contemporary scene.

To be sure, we at Agnes Scott are concerned to help you who are our students to prepare yourselves for useful living. We want not only to furnish the tools and to relate you to the wealth of the world; we are not merely interested in giving you a basic preparation for certain types of vocational endeavor, not least of which is homemaking. We believe it is our task and our privilege to keep before you a vision of the need of the world and to challenge you through every means at our disposal to devote yourselves in service to God

and to mankind. Would that we might find ways and means of sending each student who enrolls at Agnes Scott out into the world with idealism, unselfish devotion to the cause of truth, and a deep sense of obligation to God to make life count to the utmost. We are interested to help you, in this great business of living, *to do*.

III

Again, if Lord Morley is right, we are concerned in this great business of ours—the business of living—to learn how *to do without*. In terms of our task here at Agnes Scott, what could that possibly mean?

Our lives are badly cluttered with things. Through many years now John Dewey has been saying that the chief American trait is externalism. Our lives are preoccupied with superficial things and with the instrumentalities for attaining them. Yet, Dewey has been insisting, in gaining these things we are in danger of being smothered by them and we are not made happy by the possession of them. In a book dealing with the American mind, Halford Luccock, of Yale, cites a peculiar accident in a building occupied by a five and ten-cent store. Under the weight of all the cheap rubbish the floor caved in and rained an avalanche of gimcracks upon the people below. There were no fatalities, but living human beings were almost buried in the stuff. Says Professor Luccock, this is a symbol of what is happening to the American mind.

In *Sartor Resartus*, Thomas Carlyle compares the happiness of a person's life to a fraction. The numerator represents what we have; the denominator what we desire. If a man has \$1,000 and wants \$4,000, by Carlyle's reasoning he is one-fourth contented. Carlyle adds, "Life can be increased in value not so much by increasing your numerator as by lessening your denominator." Who will deny that in our complicated, high-tensioned, superficial modern life little has been done to lessen the denominator—while every conceivable effort has been made to increase the numerator by adding things to life. With all our efforts at increasing life's numerator, we have not increased human happiness or contentment. The lives of many people have been cluttered and sated with things, but they are poor, indeed. Men and women with splendid capacities have been pampered and spoiled.

Not only is it true that our lives are badly cluttered with things, but it is also true that our days, weeks, and months have grown altogether too complex and over-crowded with commitments and engagements of various kinds. We feel pushed, crowded, strained and

breathless. We are conscious of being too busy to be good members of our families or good citizens of our communities, too busy to become good students, too busy to enjoy music, good reading, and art, too busy to be good friends and neighbors, to busy to pray, too busy to think.

I believe it is not necessary to linger upon a more complete statement of our modern plight. I take it we are all very much aware of the need for *selection*—of the very thing that Lord Morley had in mind when he spoke of learning to "*do without*." This is incumbent upon us not only because of financial inability, but more particularly because of the demands of physical, mental, and spiritual health. We must learn to select what we want most and devote our money, our time, and our energies to the appropriation of the most desirable objects and ends, or else the very existence and the compelling demands of second-rate interests will force privation upon us. An essential aspect of education, then, is the cultivation of taste, the development of discrimination, the refinement of desire. I can think of no more important function of a real education that takes living for its business than that of trying to help people to bring some order out of the chaos of their lives.

Thomas R. Kelly in his little book, *A Testament of Devotion*, insists that most of us are giving a false explanation of the complexity of our lives. We blame it, he says, upon the complex environment. Our complex living, we think, is due to the complex world in which we live, with its devices and gadgets which give us "more stimulation per square hour than used to be given per square day to our grandmothers." This stimulation by the outward order leads us to turn wistfully, Kelly says, to thoughts of a quiet South Sea island existence or the horse and buggy days of our grandparents who went jingle bells, jingle bells over the snow to spend a day with their grandparents on the farm. *The trouble is within*. A realistic simplification must be undertaken. The only possible solution is to help people to discover and value some things that mean so much more than others that they are willing to eliminate the least desirable in the interest of the best. People need help in determining criteria for selection. They need assistance in the actual processes and practices of cultivating a taste for the finest. What is required is that their outward lives shall become simplified on the basis of an educated desire and an inner integration.

It seems to me that this is one of the most important

contributions that a college like this can make to a student. If you of this senior class graduate from Agnes Scott, having found a standard of values that will enable you with a considerable measure of consistency to tell the difference between mediocrity and excellence, novelty and originality, the enduring and the ephemeral—you will have found something for which you will be grateful as long as you live. You simply cannot do everything, nor have everything, nor go everywhere, nor be everybody. Effective living involves finding some trustworthy principles of selection and then developing the habit of applying them. It is essential in your reading, your vocational life, your friendships, the choice of a life mate, the determination of your loyalties—that you learn to give up some things in the interest of the things that mean most to you. This is what it means to learn *to do without*.

IV

Then, if Lord Morley is right, this business of living involves learning how *to depart*! Does it seem strange to anyone that this should be mentioned to college students on an investiture day? "Is it possible," you ask, "that a school like Agnes Scott would believe in this twentieth century that the education of young people should concern itself with the inevitables of life—specifically, with the whole matter of one's death?"

My answer to an inquiry of that sort is an unequivocal "Yes!". I believe with all my soul that a Christian liberal arts training ought to provide a philosophy of life that faces the deep truths of human existence and that helps the student to find answers that will stand up to all of the experiences of life now and through the years to come. If the business of a school like this is to aid people in the fine art of living, if we are to be realists in facing the facts of life as they are, if we are to help young people to deal with these facts in ways that will enable them to develop strong, resourceful, constructive personalities—then, in the words of Lord Morley, we ought to be concerned to learn how "to depart."

In *The Open Self*, a recent volume written by Charles Morris of the philosophy department at the University of Chicago, there is a strong insistence that one of the primary responsibilities of educated people is "to pull themselves together intellectually." This means what it has always meant—integration about some strong central convictions. Too many modern intellectuals are like Coleridge, who once said of his

youth, "My head was with Spinoza, though my whole heart remained with Paul and John." Here at Agnes Scott we are trying to help people to "pull themselves together," to integrate their thinking around the great Christian verities. Through sixty years Agnes Scott has been doing this—and will continue to do it—because of the conviction that these Christian truths constitute basic reality, and that this integration is the best possible preparation for life here and for life hereafter. This, we believe, is the way to learn "to depart"!

Moreover, Tagore, the Indian mystic, put his finger on a significant aspect of this task when he prayed, "Thou hast pressed the signet of eternity upon many a fleeting moment of my life." The Gospel of John in our New Testament is trying to tell us about that sort of thing. There is found the intriguing doctrine of eternal life—commending not primarily length of days, but a *quality of life* that begins here and now when Jesus Christ becomes Lord and Saviour. Eternal life, according to the Gospel of John, is that quality of life that begins *in time* and that continues beyond death. What we really are trying to do in an institution like this, with the help of God, is to press the signet of eternity upon many a fleeting moment of your common lives. Here together, we are trying to live lives of significance and of enduring worth in the midst of time. I wonder if there is any effort on earth more valuable.

And this final word. In one of his books, Henry Nelson Wieman has an eloquent passage pointing out that to plumb the depths of the world's reality "one must stake his dearest goods upon a venture." With all our cleverness, there are times when we stand like little children in the presence of some of life's inscrutables. Then, as Carlyle once said, the person who seeks to give easy explanations, accounting for everything by stodgy little formulas, makes himself as ridiculous as the man who walks abroad in full daylight with a lantern, insisting on guiding you with it though the sun is shining. As one faces life's great inevitables, surrounded as they are with mystery and involving as they do a venture into the unknown—Plato's *Phaedo* suggests the one thing that the wisdom of a cultivated spirit determines that a person shall do. The part of wisdom then is to take the best that one knows and "embarking on that as on a raft, risk the voyage of life." That, I think, is the way to live, the way to prepare to depart.

This "noble risk of a desertion unto God," as Clem-

ent of Alexandria called it, is perhaps the most significant single act in a human life. Then, a person makes his peace with life and with death, whenever and however it may come. Through that choice a witness to one's fundamental faith in life, and in the eternal purposes of God is given to the world. It is too much to ask that Agnes Scott might offer the full-orbed philosophy of life, the incentive, and the summons whereby young people may respond to the *realities*, even the *inevitables* of human existence, with magnificent confidence? I think Owen Seaman's words are

spoken to us all on this investiture day:

"Ye that have faith to look with fearless eyes
Upon the tragedy of a world at strife,
And know, that out of death and night, shall rise
The dawn of ampler life.

"Rejoice! Whatever anguish rend your heart,
That God hath given you this priceless dower,
To live in these great times, and have your part
In Freedom's coming hour.

"That ye may tell your sons, who see the light
High in the heavens their heritage to take.
'I saw the powers of darkness put to flight!
I saw the morning break!'"

Present Requirements

by S. Guerry Stukes

Dean of the Faculty, Registrar, Professor of Psychology and Education

The Curriculum Committee of the Alumnae Association has requested a statement concerning our admission and degree requirements. Since the catalogue description seems very clear it is assumed that what is really wanted is some explanation as to why Agnes Scott holds these particular requirements. It must be understood that an answer to such a question involves personal opinions, and such opinions may be worthless.

First we must understand something about college requirements in general. We will not deal with the history of these requirements, but it is an interesting story from the time when they centered around Greek and Latin to the present when languages have been dropped to a minor place in the requirements of most institutions. At the present time requirements are determined primarily by the following factors: tradition, the prevailing philosophy of education, and insistent needs of the time. Of course there are many secondary factors which have influence, and many local conditions which account for some minor requirements. But, in general, the three factors mentioned above are the important ones.

Tradition has been a potent factor in the liberal arts colleges because these are the *old* colleges of our country. Subjects introduced in the requirements in an early period because of evident utilitarian values have persisted in our curricula even though such values have largely disappeared. This persistence is due to the force of tradition as opposed to change. We

are not implying that tradition is to be disregarded, or that any body of knowledge ever loses all values. We are simply calling attention to the force of tradition in maintaining requirements once they are established.

It is not necessary to deal at length with current philosophies of education, or insistent needs of the time. All realize the force of these factors, especially in shaping the requirements of our newer institutions such as teachers colleges, and colleges predominantly vocational or semi-vocational in their aims and objectives. These are not bound by tradition. Their curricula can be determined by a current concept of needs and values. These factors, however, present just as serious problems as does the factor of tradition. How can we determine needs in a changing world? There is no guarantee that an education to meet needs of today will be of the slightest value in meeting needs of tomorrow.

Even this superficial statement of factors affecting requirements today should lead us to consider obligations resting upon us who are interested in a liberal arts education. We must consider the value of general education prior to later specialization, and must seek the ways and means of bringing to our young people those values which have persisted through the ages, and which we have every reason to believe will continue to persist as long as people are people. At the same time we must give due place to current needs, and yet not be overwhelmed by them. It is one thing to train a mind to meet some present need;

another to educate a person by giving him something to live by even in a world of constant change.

Turning to our own college, we will first mention entrance requirements. We frankly believe that there are only two problems about which we may disagree, and only one of special significance. That is the problem of the foreign language requirement. The alumnae probably do not realize that many changes have been made in these requirements in recent years. At the present time these call for three years of Latin, or for two years of Latin and two years of a modern language. This requirement must be tied up with the degree requirement which calls for only one year of a language presented for entrance, or two years of a language begun in college.

To be perfectly frank, the foreign language requirement is difficult to enforce, and perhaps needs to be given serious consideration. The difficulty is found in the fact that Latin has been dropped by so large a percentage of our high schools. We will not discuss the factors responsible. We must deal squarely with the situation as it exists. Unfortunately we are not free to plan requirements on the basis of our beliefs in the relative values of different types of preparation for college. We find ourselves forced to deal realistically with the high school curricula. A solution may be found if the college and secondary school people could realize that we are dealing with the common process of education, and that each must share in this process. It might be possible to work out a principle of cooperative sharing—the college to take up where the high school leaves off. On such a basis the college would have to require more foreign language if the high school failed in its part of the job of education. The great difficulty would be found in reaching an agreement concerning the nature of the job to be done.

The other problem in entrance requirements about which we may disagree is concerned with the number of vocational units which may be accepted. The Agnes Scott catalogue makes it clear that if the applicant has a good record, and presents the regularly prescribed units, the College will accept one vocational unit, or two such units in unusual circumstances. As a general thing these units are in home economics and commercial work. It is true that some colleges accept more than two vocational units. We believe, however, that preparation for college will be weakened if more time is given to vocational training in high school.

Our catalogue makes another significant statement in connection with entrance requirements. This is to the effect that a student of real promise may be admitted even though she does not meet the prescribed requirements. This could be dangerous, but it has actually been administered in a most conservative manner. We have fallen back on this statement to justify some forced exceptions in the foreign language requirement. These exceptions have been few until the present time. Now they are increasing. In every instance, however, the student has been required to complete additional language credits in college.

When we come to degree requirements we believe we are in line with good and sound educational policy. We have two specific requirements which every student must meet. Every one must take one year of English and one of Bible. It is not necessary to state the reasons for these requirements.

The catalogue statement of degree requirements follows with the list of "Group Requirements." These are based on our belief that every student should have a good introduction to the main divisions of human experience and learning. We believe, further, that this is best accomplished by thoroughly typical courses in each field. It is our conviction that this is a better plan than that of survey courses.

Here we might well pause and consider briefly the opposing views in regard to survey courses. We must bear in mind the main objective of freshman and sophomore work—the introduction of the student to the important fields of thought. Some believe that this is best accomplished by survey courses. Thus they propose for an introduction to science certain survey courses in the biological and physical sciences. In the same way they propose courses in world literature, survey courses in the social sciences, etc. Many believe that such courses are too general, too inclusive, and apt to be superficial. (These courses are mentioned simply for sake of illustration.) We realize that there are arguments on both sides and we admit a strong tendency towards the general or survey type of course today.

And now let us notice our group requirements in more detail. We accept the usual division of human learning into three fields: language and literature, science, social science. In each of these fields we require two year-courses. As far as possible we require the student to complete these requirements in the freshman and sophomore years.

Attention should be called to two post-war emphases. One is "General Education." We believe our group requirements are in line with trends in this direction. The other is on required courses. There is a marked tendency to eliminate choices and require specific courses to be taken in the first two years. It is our belief that freedom of selection within groups should be maintained. This freedom in itself should mean something to students.

The final phase of requirements to be considered is that of major requirements. Having introduced the student to the various fields of human learning, we believe she should be required to achieve some degree of proficiency in one subject. And so we require the major in the junior and senior years. Our changes in recent years have been from major and minor to major and related hours.

Since the Curriculum Committee of the College is to make a study of our major requirements during the coming year it is not wise to make a fuller statement at this time. However, it may be helpful to mention the trend towards cutting across subject matter fields in helping a student plan her major work. For instance, we now offer a major in science which includes courses in the three laboratory sciences. This

major is valuable for pre-medical students, and for students planning to teach science in high schools. Other majors introduced in recent years are the majors in classics, in history and political science, and in psychology and sociology. Perhaps this trend should continue until we have a greater number of inter-departmental majors such as history and literature, history and economics, modern languages, etc. Such majors are to be found in some of our colleges. To be strong, however, they must take up most of the time of the junior and senior years, and thus they would tend to take away the freedom of an elective system.

This brief statement shows the principal problems of the present time in connection with college requirements: the foreign language requirement in high school and in college; the problem of the number of courses required in the freshman and sophomore years in order to give the student at least a fair introduction to the great fields of learning; the nature of these courses for they constitute the "general education" which is stressed at the present time; the degree of concentration which should be required in the major field; the majors which a college such as ours should offer. These seem to be the pressing problems as far as requirements are concerned.

LIBERAL EDUCATION TODAY

Are you interested in knowing what is being written now on liberal education? The Education Committee of the Alumnae Association wishes from time to time to call your attention to recent books in the field, for your personal reading or for use in club programs. The Committee is currently recommending these:

Bell, Bernard Iddings, *Crisis in Education*,
Whittlesley

Moberly, Sir Walter, *Crisis in the University*,
Macmillan

Livingstone, Sir Richard, *Some Thoughts on
University Education*, Macmillan

A Review of THE CROOKED CORRIDOR

A book of literary criticism by an unknown author, an author who is neither a recognized scholar nor an established critic, is extremely unlikely to be accepted and brought out by a leading publishing house.

Elizabeth Stevenson, whose 1941 B.A. from Agnes Scott is her only degree and whose regular gainful employment is as an assistant in the Atlanta public library, has beaten the odds. *The Crooked Corridor*, a study of Henry James, was published in November by Macmillan Company, who proudly commented:

"Miss Stevenson has written a book that is terse, clear, precise, and with its own flavor. Her judgment and critical acumen are of a high order. Her book should prove a discovery and a pleasure to all readers who wish to learn more about the art of one of our greatest literary geniuses. It cannot be recommended too highly as the perfect foundation for any further study of his work."

The publishers added that an expert reader had called *The Crooked Corridor* "precise, perceptive, large-minded and lively."

Betty Stevenson, as her college friends know her,

was introduced to the work of Henry James as a freshman at Agnes Scott, in the English class of Dr. Ellen Douglass Leyburn '27. *The Alumnae Quarterly* considers itself almost unbelievably fortunate in having secured, for this issue, a review of the book written by the person who first brought the author and her subject together, and an account of the writing process by the author herself.

Reviews of *The Crooked Corridor* in regional and national publications have been favorable almost without exception. But even if they hadn't, the author says, she would have been rendered impervious to all slanders by the gracious letter she received from William James, son of the philosopher and nephew of the writer, who congratulated her warmly on the depth of her insight into his uncle's nature.

The book may be obtained at local bookstores or by order from The MacMillan Company, 60 Fifth Avenue, New York, 11, N. Y., for \$2.75.

The Climate of Writing

by Elizabeth Stevenson '41

Author of *The Crooked Corridor*

For three years I was prey to one idea. I ate, drank, and slept this idea. In other words, I wrote a book. Now that the book is published, dismissed, gone from me to make its own way in the world, I find it curious to try to trace the way I came. I look at myself as a person who lived in a special writer's weather for those months and years. I was both more conscious of the world and more indifferent to it than I had been in the years I worked in another climate, that of the office worker. A part of my problem at the beginning was to make a change in the inner person, to disavow one mental climate and learn to live in another.

For a half dozen years I had worked—in a bank, in the accounting department of a telephone company, in three different departments of the federal government—acquiring skills entirely different from those needed for study. My situation during these years had had the virtue for me of plunging me into a world of experience and of personalities. I worked with people of unassorted, unassimilable natures, the very virtue which Henry James upheld (although I

did not know it as yet and the benefit of which I might not at the time have appreciated). I was taking on an experience of life, it mattered not of what kind, but of a proper thickness.

I had read James for years, first casually and then during these years of office work with a gradually increasing intensity. In the first place I found his books made a world I could walk into, different from the one I inhabited. In this sense he was a relief. In the second place, he did not wear thin. I found with increasing interest that his crises were true crises, that his novels were life wound up to a high pitch, but life nevertheless, and that he demanded of his heroes hard, true decisions; that his world was not only decorative—it mattered.

It was in January of 1945 that I let myself gather together hints and stray desires and conclude them into a resounding resolution—that I should write something myself about Henry James. Since I had first read James I had resented the world's careless opinion of him, that he was formidable and elaborate but basically petty and unimportant. The thought that

I might do something to mend the world's opinion of him had horrified me at first, but it had persisted. I remember a circumstance of the time when I was trying to make a decision. I had taken a course in economics at night and had quit at the half-way mark. I happened to be carrying *The Spoils of Poynton* about with me at the time. One particular burst of emotion might be put this way: if I didn't understand economics, at least I understood Henry James. I read him more fiercely now, at lunch, before and after work, reading and re-reading him to see what I could make of him, to find out intellectually why, instinctively, I regarded him as of major importance.

I began to take notes about this time. I remember a drug store in the building where I worked for the War Production Board, a drug store filled with the din of government and war-time gossip, as the scene of momentous jottings down of things I fondly thought basic in James. In my notes I tried to put down, crudely at first, why it was that I had continued to read Henry James, what kind of bricks and straw made up his houses, why these structures of his still stand in the new climate of the middle of the twentieth century, and also what he failed to give the reader that other writers, Fyodor Dostoevsky or Herman Melville, did indubitably give. I was very serious and very conscientious, and also frightened at what I was setting out to do. But at least familiarity did not engender contempt. I was confirmed in my first rapturous, unreasoning liking for my writer, and I continued to think well of him. I shouldn't have written the book if I had found him to be a fraud.

Yet even at this time I did not quite seriously believe that I should in sober truth write a book. When the war ended and the government work came to an end, I was faced with an immediate alternative: be a coward, be safe, go on with the eight hour day, and put off indefinitely the book or, do the opposite: be a gambler, try to write the book which as yet I was not convinced that I could or would do. I chose the second alternative, fortified slenderly by my terminal pay and stimulated by the knowledge that this sum would not last long.

It was a month before I set down one word on paper. Then during the second month I wrote perhaps nine or ten pages. At the beginning of the third month I read this beginning over and forthwith destroyed it. I went with a guilty conscience to Florida for a week. I had no way of knowing but that this flight might be the end of the experiment. I had a restless week. Somehow, I came home a little more



grim. I said to myself: the book may never be published, never read, it may not be at all worth the writing, but I do not *know* these things as yet. In any case, I shall carry through the experiment to the end. I shall at least *write* the book, good or bad.

It was at this time that I saw the need of routine. This most perilous, delicate kind of work needs some bonds put upon it for it to get done at all. Amidst much backsliding I developed a fairly unchangeable routine. Every morning after I washed the breakfast dishes, I sat down to write at 8 o'clock. I forced myself to write, ideas or no ideas, until 11 o'clock. Even if I destroyed the morning's work, or used only part of it, or had not the ghost of a notion how to begin that piece of work, I came to believe that this was the right way, the only way, at least for me. Often enough work begun cold would, under the stimulus of pen-pushing, kindle into something worth keeping. I did in time develop the habit of work, if not any equanimity about it.

My lunch I had in solitude, usually in the kitchen, one or another of the novels laid flat beside my plate. In the afternoon I relaxed into reading (more reading), note-taking, walking, house cleaning, or sometimes yard work as a good anti-mental antidote. My work had the loneliness and the benefit of an empty

house during the day. During the summer months I did most of my reading outside where for the first time in what seemed years I began to awake to the movement of trees, to the fact not hearsay report of bird songs, to the subtle changes of light and shade in the southern sky.

I found that routine, necessary as it was, was not all. First of all in order to write I found that I had to shed the skin that I had grown for another kind of work. A writer has to be thinner skinned than is desirable for the wear and tear of office work. I had to unlearn what I had with difficulty learned for accommodation to a different world. I began gradually to slip this bark of protection from impressions. I began to awake to the fact that people on buses and walking the streets had faces. I began to notice, as I have mentioned, trees, birds, leaf shapes, and the curious cat nature of my one day-time companion. I found that all outward appearances were grist to the writer's mill.

I don't at all think that the writer isolates himself from life. He takes up a position of looking at life, of course, but at the same time opens himself to life in a way impossible to the worker in many other fields who must preserve his emotional strength, his will, and his energies for a struggle. The writer lets the world engulf him. It is his material. I didn't find it a contradiction at all to become more aware of the natural and social world surrounding me in order to write better about what that busy world considers an esoteric subject.

When I look back at that time of daily work, I see it becoming a continuing routine, monotonous except for the fact that each day something new to the world had to be wrung out from one's "innards" and set down on paper. It was not exactly a happy time, a writer is too inclined to misery over the day's ineptitudes, but possibly it was a time of contentment; for here in this always slightly miserable and uneasy routine, I was doing what I had chosen to do and what I continued to think important for me to do.

I see now two important outside influences upon this climate of work. Only I who lived in this climate might see the connections. The first was the anti-human, anti-social world of the natural. During the summer I began to write the book, I had several trips into the mountains of North Carolina. Just why going up into the higher altitudes, and rising high above the cultivated areas into the untended forests, I should feel relief I do not know. But the relief was unmistakable and worked with precision. I can spot the

exact moment of the unburdening on one particular road. Beyond Franklin the highway to Sylva turns in a loop to begin its climb over the first range of mountains between Atlanta and Asheville. I remember the particular curve in the road, the particular farm house perched upon its narrow shelf, its attendant corn rows clinging precariously to the mountain side, and the particular smell of the evergreens growing more plentifully here through the hardwoods in the keener, cleaner air. It is strange that the best treatment of the element of the artificial in my author came to me on such a curve of such a mountain road. I said to myself: he is artificial, or rather his world is; well then, face that fact; build from it; see what it signifies.

For the other influence upon my writing weather, I had to go to the opposite kind of scene: that of the largest, busiest city and a troupe of players working away in a theatre in the center of it, unconscious of city, and of the distractions surrounding them, conscious only of the all-amusing, all-absorbing work.

It was from watching ballet that I learned that all the arts are one. It was from a group of dancers that I learned what I call the professional attitude. It encompasses a great many things personal to my experience of watching them practice their craft. It happened that during the time I was reading for the book and beginning to write it, I began taking yearly trips to New York where I watched not only performances but rehearsals, long, difficult, exhausting rehearsals, of ballet.

What I see when I close my eyes to think of the chalk-dusty rehearsal room are seemingly vagrant pictures: a dancer stooping to tie her slipper—a movement of unconscious grace; the ballet master beating out again and again a tempo—body and mind caught up into utmost concentration; tired harlequins getting off the floor where they had been resting to attack again and again a part of the dance design not yet right—spontaneous gaiety flowering in the midst of toil as great as that of dockworkers; yet these pictures hold the key to an insight into my craft as well as theirs. They, unconscious tutors, taught me much; how not to waste time, how to ignore the frills of a problem and cut straight to its center, how to enjoy one's work, how beauty (not ever mentioned) consists not of surface finish, but of structure, arrangement, the bones of the work. They taught me to look past sets, past costumes, past themes to the pure movement and there to judge the ballet's worth. They

taught me to see in their innocent zest for their work that good manners, elegance, the ritual of the task are not just added onto the whole but are flesh of its flesh.

Each time I returned from a bout of ballet to sit down to my familiar desk overlooking the hickory tree beyond my window and try once more to find words to fit an idea, I found that these dancers had given me something of their courage and something of their joy. They made me understand myself. I felt for them a kind of fellowship of the arts.

I was then more able to go on, week after week, groping to put a form to my notion of what Henry James' books had come to mean to me. And as I worked those weeks, months, and years, in an uneasy equipoise of routine and freedom, I had a curious sensation, that this that I was doing was not just a question of my will alone. It was not only that I was making something of this idea of mine, but that the idea was in some way making me over. Writing is thus a double discipline. It is not just a simple matter of saying: I choose this subject—I shall write

a book about it. It happens more strangely. The subject to which one is strongly magnetized exerts a steady counter-pressure upon its manipulator. As I wrote my book, I found that my subject was in a manner reshaping me. Certain ideas I had, not only about writing, but ideas of a deeper import altogether, were changing—some strengthened, some abandoned, others recognized for the first time as belonging to me.

I found when I had finished the book that the way I had come had affected me in my ego more drastically than I had imagined any such schedule of work could do. I had not perhaps caught quite the hare I had set out to catch. No writer ever writes exactly the book he had planned. Yet the doing of it matters more than he had expected. The climate of writing is not just a convenient umbrella. One is not so much sheltered as exposed. And there is an interaction, an exchange, between the maker and the thing made. A piece of the writer gets into the book certainly, but also something of that book, the weather of the time of the writing of the book, gets into the writer and never leaves him.

Truth and Flavor

by Ellen Douglass Leyburn '27

Associate Professor of English

An English teacher is supposed to be an authority on everything from the pronunciation of Chaucer to the prosody of Hopkins, including the worth or worthlessness of current literary fashions with centers as diverse as T. S. Eliot and Thomas Wolfe. Consequently, I have often been asked during the last decade, "Why is everybody reading Henry James nowadays?" I wish I had a copy of *The Crooked Corridor* to put into the hands of every inquirer. This critical study should mean an increase in readers of James as distinguished from talkers about him, such as the one overheard at *The Heiress* saying, "James is very much in vogue now; but I don't care for him because he wrote just ghost stories!" Not only would the present study dispel such a notion in itself; but it would send its own readers on to Henry James, for its object seems to me to be to win a more understanding reading for the novelist.

Not that the book is written from the point of view of a cult. Indeed, it pays Henry James the compliment of just appraisal, making clear what he does not attempt to do ("Given the man that James was, with no knowledge or interest in the primitive or in the natural with no desire to explain mankind by the special pleading of a religious, economic, or political theory, there is left for consideration his proper world, that of personal and social relationships in a highly organized civilization.") as well as what he fails to do in his proper province ("He fails to show the tragic flaw, as the Greek drama had and Shakespeare had, as a rift splitting open one human being.") Like Johnson on Shakespeare, the author feels that "we must confess the faults of our favourite to gain credit to our praise of his excellencies." Happily, she also makes triumphantly clear what James does accomplish.

Clarity is perhaps both the greatest virtue of the

book and a near weakness. The lucidity is so limpid as to seem oversimplification. But it is hard to take issue with any of the firm statements: "*The Wings of the Dove* [is] the author's greatest story." "Miles and Flora, the two children of *The Turn of the Screw* . . . are precocious and beautiful, but hard, and with the particular horror of this story, they are children who are not just bad but are evil." Usually the more abruptly final the judgments sound, the more penetrating they seem; and one is grateful for their driving through the clutter of devious theorizing about him to the straightforwardness at the core of James himself.

The whole book has a wonderful quality of freshness which is very appropriate to James, who valued most of all the sense of life, valued it the more intensely because he perceived it in relation to a stable and sometimes suffocating society: "In a large sense James' novels are all about one passion, the passion for life." Miss Stevenson commits herself to the discovery of James's essential vitality much as he committed himself to the discovery of the meaning of the very essence of the human being in his conflict with the world. She seems in proper affinity with her subject when she says: "The nature of the principal character in the novels is that of a conscious, exploring imagination, with the social and human phenomena of the world as the field of exploration," and again, "Each one of the three is the essential Jamesian individual, an expanding, growing, fervent ego, reaching out to life and the display of life offered." She speaks of the Jamesian necessity of being saturated with something, of the need of a "thick" world. Up to a point, she is herself saturated with James and gives herself up to his thickness; but she does not lose herself and her power of analysis in it. Something of her own relation to James she must certainly be conveying when she says, "the vibration of his being between the two extremes, of the endlessness of things to be known and the definiteness of things to be done, exercised him and refined him as an artist, and as a man wearied him all his long lifetime of work. Yet it is in this awareness of the extremes of art, its two faces, that his work has vitality, even in its excesses." His analysis proceeds with an absolute intellectual control of the materials through the seven chapters whose titles reveal their purposes: "The Man," "Scope," "Theme: The Collision of the Individual and Society," "Variations upon the Theme," "Attitudes," "Means," "The House

of Life and the Palace of Art." Yet one feels the origin of the whole study to have been James's seizing upon the imagination of the author; and this imaginative rapport is sustained throughout in artistic conjunction in the necessary critical detachment.

Each chapter is illuminating either in new light or in the intensification of familiar perceptions by the refracting of the light from another imaginative angle. Some of the insights I think inadequately developed. James's sense of metaphor, for instance, is treated with tantalizing brevity; and the effect of his "sawdust and orange-peel phase" upon the novels is scarcely more than hinted in the discussion of point of view, how far he was to "go behind" his characters. In fact, I had with this book the rare experience of wishing it longer than it is. It is so good a little book that it should perhaps have been a big one. But the writer obviously shares James's view: "His premise for good work was limitation. But it was limitation self-imposed." The limitation she has imposed on herself in length is brevity; the limitation in audience is the general cultivated reader at the threshold of an acquaintance with James. She refuses to be led outside these limitations into a lengthy analysis that might appeal only to the person already as steeped in James as she is herself. She prefers to set going trains of thought, to give a few crisply pointed illustrations, and to leave the reader to the excitement of exploring the soundness of the analysis in James himself. This exploration she regards as essential: "To appreciate James with justice . . . one should undergo some of his labor, one should trace the working of certain of the difficult means. One should follow the 'corridor' to its destination, which James called the 'logical centre.'"

An array of quotations displayed as gems of style seems to me quite meaningless. But perhaps the quotations used in suggesting the ideas of the study will have demonstrated that a very real part of the effect of the book is its style. It is as far as possible from any attempt to imitate the Jamesian manner; but it is written with a regard for the way a sentence falls on the ear that is appropriate in a study of James. When I told Miss Stevenson that I was enjoying reading the book, her reply was, "I hope you find some truth and flavor in it." Truth and flavor are just the qualities I do find in it in abundant measure.

MR. JONES, MEET THE MASTER

Sarah Catherine Wood met Peter Marshall when she was a student at Agnes Scott and married him a few months after her graduation. Twelve years and two months later, just a few weeks before he was to have come to conduct religious emphasis week at Agnes Scott, Dr. Peter Marshall, chaplain of the Senate and pastor of the New York Avenue Presbyterian Church in Washington, died of a heart attack.

His career from the pastorate of Westminster Presbyterian Church in Atlanta, where "Scat" Wood met him, to national prominence as a preacher, had been followed with interest by Agnes Scott alumnae who remembered the power of his sermons and the picturesqueness of his Scottish accent and his red hair from the days when as students they had gone to hear him at the Westminster Church. His short, pointed prayers in the Senate were sent to newspapers everywhere by the war services, so germane and witty were they in the setting of Capitol Hill. Washingtonians lined up for blocks on Sunday mornings in the hope of getting into his church to hear him. His death was mourned nationally as the passing of an important modern religious figure.

Catherine Wood Marshall after her husband's death went through more than 500 sermons left by him, seeking a selection which would typify his work. Publishers became interested; the sermons were chosen; a title was decided upon after much thought; and in November of 1949, less than a year from the date of his death, Peter Marshall's book *Mr. Jones, Meet the Master*, edited with an introduction by Catherine Marshall, was brought out by Fleming H. Revell Company.

The first printing was sold out before publication date. The second was distributed to bookstores across

the country less than ten days after the date of publication, and still they could not keep it in stock. A book of sermons was becoming a best seller.

Betty Lou Houck Smith '35, president of the Alumnae Association, had made a trip to Washington shortly before the book appeared and had talked to its editor, whom she had known in college. On her return to Atlanta she initiated arrangements for an autographing tea at Rich's department store in honor of Mrs. Marshall and alerted the Atlanta newspapers to the possibilities of the story.

Early in December Rich's entertained Mrs. Marshall at luncheon, with friends from Agnes Scott and Columbia Seminary and representatives of the publisher; and followed this event with a tea to which all active Agnes Scott alumnae in the Atlanta area had received individual invitations. Members of the Class of 1936, her graduation year, were present as hostesses. The general public came too, and hundreds stood in line over a two-hour period to obtain her autograph on three copies of the book.

Other autograph sessions ensued at various bookstores in Atlanta. On her last day before leaving for another round in Birmingham, Catherine came out to a small gathering of faculty friends at Agnes Scott. She talked of her present work, teaching Bible at the National Cathedral School in Washington, and of her nine-year-old son, Peter. On the subject of having produced a best seller she said:

"I'd be amazed, except that I have felt a sense of destiny in it from the beginning. I am simply playing a part in something big that God is doing. With the book Peter's work—and Peter himself—are marching on."

Hitherto-Hidden Worlds

by Marybeth Little '48

When I dashed off the first account of my year in Europe, "Atmosphere: Free and Favoring," way back in February I was still in the whirl of Viennese-waltzing at student balls, ice skating at St. Moritz, seeing Churchill at Monte Carlo, shopping on the Rue de la Paix, struggling to fathom learned lectures *auf deutsch*, and even skiing (broke no bones but both skis in a last petrifying swoop). My days were full of new people, new places, new ways.

The beauty of the landscape and the architecture and my love for individuals in each country are still uppermost in my memories; but the new life was a new language, and new worlds of thought and interest opened to me like serious compelling books I could strangely read.

Intersemester vacations in European schools are long; so in the spring I went to Italy, Germany, and Austria. After that I returned to the university with a much more sober outlook, but no less keen delight in discoveries immune or irrelevant to the past war or impending economic and political crises.

Fifteen nationalities were represented in our group that toured Italy—and because they had to, and anything they could do I could try anyway, we covered the peninsula for *thirty* dollars—staying at unmentionable hotels and eating ravioli and oranges three times a day. But we saw Milan, Florence, Siena, Genoa, Pisa, Rome, and even Naples, Pompeii, and Capri. I wouldn't recommend this bohemian system; but now that it's over, it was fun, and I remember the lovelier aspects: cathedrals, monasteries, art galleries, exquisite Roman and Renaissance remains, white oxen carrying water jars or pulling primitive plows, olive and lemon orchards, vineyards, and the people themselves whose fluid emotions can make them the finest or the worst.

In Bologna we saw a Communist parade and many placards against the Atlantic Pact. Florence, the heart of the Renaissance and home of Dante, Michelangelo, and the Medicis, was my favorite. Rome was intensely interesting, but one cannot absorb centuries in a few

days. And then too I didn't find the timeless serenity in contemplating broken columns I had been led to expect. We are the wrong generation for ruins; we think in human rather than in artistic terms. The Colosseum was for me populated with bleeding ghosts. Worst, there is not so much difference in the way a bombed-out building looks and one ravaged by time, and many stood side by side. The Vatican is truly wonderful, and I waved my white handkerchief with thousands of others on a Sunday morning when the Pope appeared in his window with a gesture of blessing. Then there was the time I was accidentally locked within the gates of Pompeii as the guide and party left and the sun was sinking. . . . In Naples several urchins came up, all smiles and friendliness, spouting reams of English obscenity (most of which being military, I mercifully didn't understand), not realizing that their acquired language was scarcely of the conversational variety. So we knew the Yanks had been there too.

Munich was heartbreaking. My main memory of this city is the eternal dust blowing from the rubble. The Germans I talked to seemed busy, resigned, terribly tired. The bookstores (and I think this is typical) were doing the most thriving business. The cabarets had witty skits mocking their own political stupidity and the hopelessness of the situation. Most profess complete ignorance of concentration camps and atrocities. I think their patriotism and almost overdeveloped sense of duty in addition to their meager notion of and experience in democracy swept them into Nazism. They are a wonderful people: clever, industrious, inherently moral, fond of their children, books, gardens, neighborhood orchestras. This has been a terrible half century for Germany, and they are confused novices at self government; the allied countries must be patient.

Having visited Hitler's "Eagle's Nest," Berchtesgaden, and then the delightful Austrian city of Salzburg, I was on my way to Vienna when our passports and papers were checked by American soldiers be-

fore we were to have entered the Russian zone. It seems mine were not in Apfelkuchen-order, and although I objected strenuously, they said if they didn't take me the Russians would. So in full military escort I meekly marched down the long length of the train and spent the next twenty-four hours in three American army camps before I was allowed to travel farther. This rather dreadful experience turned out to be one of the most enlightening of all.

Any occupation army has a dirty job, and I feel sure ours is no worse than others throughout history. But I was disturbed to see a lot of boys who should represent America over there taking out their adolescent exuberance on people whose language and customs most have made no attempt to understand. Surprised to see an American girl in camp, they all had to tell me their tales of woe; many were complaining about being there. The others were complaining about the complaining. Shopwindows are filled with pretty things Germans and Austrians cannot afford. I kept thinking of the South during the Reconstruction and of the slight bitterness that still remains in some parts against thoughtless carpetbaggers. I wish we Americans, tourist or army, could realize how closely those people watch us, and how they imagine personal faults to be national ones, and on the other hand can be swayed just as much by a nice little guy who realizes he is a diplomat just about as important as those in striped trousers and frock coats.

Vienna, shabby and down at the heel, has lost none of her nostalgic charm. Seeing Russian soldiers was a shivery sort of thrill. French, English, American and Russian zones are not rigidly defined in the business section. I was there Easter weekend, and everyone's behavior seemed to reflect a little of the gentle season. The Austrians feel they should be treated as a liberated country, not an occupied one, but they are very polite, vivacious, and partial to Americans.

In June I went again to Paris for a week—to absorb the atmosphere, since I had already taken in most of the sightseeing musts. I stayed in the Latin Quarter but was crushed to find that invariably the pernod-sippers with the longest beards were American students gone native. I learned that the French are *much* more rational than emotional; they overlook quirks in emotional behavior because they accept all of life with equanimity. Existentialism permeates every phase of intellectual life and is, I decided, quite the normal child of a country wearied of war.

The school year was sparked by several memorable

occasions. On Founders Day hundreds of students gathered for a torchlight parade; we marched through the streets of Zurich singing German, French, and American (!) songs and climaxed the evening by casting our brands on a bonfire. At the awarding of honors, boys belonging to fencing and singing societies wore their colorful uniforms with small pill-box caps, saber and boots and carried cornucopias overflowing with summer flowers. To raise money to help refugee students, to whom the university had promised help in a rally of protest against Communist occupation of eastern Europe, each student contributed one day of manual labor on a road constructing project which the city officials granted to the Student Government. The money earned thereby helped the vast numbers of Czechoslovakian, Hungarian, and Polish students who had managed to escape. But the realization that Europe is still seething with terror and anguish came closer than that to me. Herr and Frau Gerber and Peti (my Swiss family) temporarily adopted a tiny two-year-old Hungarian Jewish refugee for the six months it took her parents to work to obtain money for passage to Australia.

In July, after traveling through France, Italy, and Switzerland, my parents and sister Norah Anne ('50) joined me in Zurich the day school was over to begin the grand tour family style.

Luxembourg we found faded and shabby. Frankly, I think Mrs. Pearl Mesta is going to be mighty homesick for Washington.

Belgium has rebuilt remarkably; they are used to it, they say. Since Belgium still has the Congo, she is richer than her companion nations whose colonial possessions have slipped away one by one. Flemish art and architecture at Bruges and Antwerp, Waterloo, and lace making and a Sunday morning bird market in Bruxelles interested us particularly.

Holland is still suffering from the aftermath of war and occupation; shattered blocks still scar nearly every city and we saw fields just being recovered, the Germans having broken dykes upon retreat. But to satisfy the average tourist there are still windmills, open marketing of round red Edam cheese, canal networks like streets through the towns, galleries of Rembrandt and Vermeer, bulb fields, and wooden shoes.

From there we flew to Copenhagen, where I suppose we had the most "fun" of all. Denmark is a lovely country, a Hans Christian Andersen fairy tale come to life. Denmark's four million people enjoy

at the same time a monarchy and a highly developed socialism which has fairly wiped out poverty and ensures every Dane prenatal and lifetime health care and an old age pension even if there is an additional income. We were fascinated by the Danish china, the castles (including Elsinore), museums of Viking armor and ships, not to mention Copenhagen itself with its distinctive taffy-twist towers.

From there we flew to Scotland. The hill-crested castle in the heart of Edinburgh is hallowed to many a Scotsman because Mary Queen of Scots lived there and there Bonnie Prince Charlie was born. We took a steamer down Loch Lomond and also visited St. Andrews, the little gray university city on the North Sea where many a Reformation martyr was killed and where now golfers from all over the world meet at the Royal and Ancient Club. We were fortunate in seeing many clan tartans and highland dances and were completely converted to the beauty of the kilt and bagpipe.

On our first day in London we went to Hyde Park to hear the soapboxers ranting on everything—Communism, Fascism, Free Ireland, Socialism, what have you. Truly the country of free speech; a man simply can get a box and start orating his grievance or propounding his party principles. Even in our own family there was a little feudin' and a-fightin'. No one can be immune to politics in England, least of all Americans, many of whom just decided not only the cars and steering wheels, but even the political party were on the wrong side of the road. And many Americans have been irritated by an apparent ingratitude toward Uncle Sam's aid. Well, I heard a lot of people all over Europe say that the Marshall Plan is payment for the use of their battlefield, and in addition, the priming for the commercial kill. But the average taxpayer feels it is heart-given charity and does not like being backbitten.

The British suffered a great deal in the war. Huge sections of London are still rubble, but apartment houses are going up everywhere and a lot more rebuilding has been done than meets the eye. Because no one can buy over a dollar meal, and because that cannot include Argentine or American beef or tropical fruits, a lot of tourists complained. We Americans are pampered; the Britisher can still have but twenty-

cents' worth of meat per week, and their prices are higher than ours. I think that examples of present antipathy toward us spring from their pride in tradition and not unkind envy which is natural in their unnatural economically subservient condition.

In Europe there is much that is lovely and much that is saddening, much they have in terms of the past and of culture we as a young nation cannot possess, and there is much in comfortable living and hope we have that they envy. I have come home convinced that people should be appreciated for their differences and that tolerance and international friendship are concepts not just to be talked about, but to be embodied and projected by each one of us. Lin Yutang said that if governments would appropriate money to send all their citizens abroad to travel and study, we would spend but a fraction of the terrible amount necessitated by armaments and wars. Christian ethics through education is our only solution.

Reassembling and condensing experiences, impressions, and ideas derived from such a year is next to impossible. But to sum it up, I had a wonderful time, learned and felt many things; and I hope that at long last when governments give up everything else in despair they will try the sage Chinese philosopher's advice and we can all grand-tour a pattern for peace.

STILL AVAILABLE

Faculty reading lists on Philosophy of the Christian Religion, Astronomy, Philosophy, Latin America, Greek Drama, Shakespeare, Russia, The English Novel, Modern Poetry, Education, Minority Groups, Economics, The French Novel, American History, Nineteenth Century English Poetry, The Writing of the Short Story, American Government, European Governments, The Theatre. Send request to the Alumnae Office. Inquiries will be answered individually by Dr. Paul Garber (on Religion and the Bible), Mrs. Adolf Lapp (on Children's Exercises and Music for Dancing), Dr. Henry Robinson (on Statistics, Finance, and Other Fields of Mathematics), and Dr. Catherine Sims (on Current Affairs).

Class News

DEATHS

Institute

Hilda Schaefer Edsall died October 1 at the Lenox Hill Hospital in New York City.

Harriette Winn Revere's husband died last May.

Academy

The Office received notice in October of the death of Marguerite Gardner.

1912

Lucy Fitzhugh Maxfield's mother died last fall.

1914

Mary Bradshaw Norment died September 12.

1924

Polly Stone Buck and Norman lost their oldest daughter, Caroline, in January.

1927

Martha Chapin Adamson died recently after a heart attack while vacationing in Bermuda.

1930

Jane Eaves Brooks died December 2.

Mary Fairfax McCallie Ware's father, Dr. S. J. McCallie, died October 18. Dr. McCallie was cofounder of McCallie School for Boys in Chattanooga. He was also the father of Alice McCallie Pressly '36 and Ellen Douglas McCallie Cochrane '38.

1936

Mary Walker Fox's father died January 4. His other daughter is Lida Walker Askew '48.

1945

Beth Daniel's father died in January.

1946

Anne Register's mother died January 3.

INSTITUTE

Reunion for classes of '94 and '95 this June 3rd.

To Forward: Add 3c Postage

Miss Edna Ruth Hanley

CAMPUS EVENTS

Feb. 28—Gregory Vlastos, professor of philosophy at Cornell University, speaks on "Individual and Community," Presser Hall, 10:15 A.M. Discussion in Murphey Candler Building, 4:45 P.M. No charge.

Mar. 28—Ora J. Hale, professor of European history at the University of Virginia, speaks on "Stalingrad, the Turning Point in History," Maclean Auditorium, Presser Hall, 8:00 P.M. No charge.

Apr. 11—H. S. Ede, art critic. Presser Hall, 8:30.

May 6—May Day, 5:00 P.M. Senior Opera in evening. High school students invited for day on campus.

June 3—ALUMNAE DAY. Trustees' Luncheon, 1:00 P.M., Rebekah Scott. Annual meeting of Alumnae Association immediately afterward. Class reunion dinners in evening.

June 4—Baccalaureate Service. Gaines Chapel, Presser Hall, 11 A.M.

June 5—Commencement. Gaines Chapel, Presser Hall, 10 A.M.

The

AGNES SCOTT

Alumnae Quarterly



SPRING 1950

The Alumnae Association of Agnes Scott College

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The AGNES SCOTT Alumnae Quarterly

Agnes Scott College, Decatur, Georgia

Volume 28, Number 3

Spring, 1950

COME TO REUNION!	2
<i>Crystal Hope Wellborn Gregg</i>	
PHILOSOPHY AND THE PHILOSOPHER	3
<i>M. Kathryn Glick</i>	
HAND-PICKING THE FRESHMEN	8
<i>Doris Sullivan</i>	
RECOMMENDED READING	10
<i>Education Committee</i>	
BECOMING A NEW YORKER	11
<i>Bet Patterson King</i>	
ASSOCIATION NOTES	14
FOUNDER'S DAY MEETINGS	16
ALUMNAE HOSTESS	19
GIVERS TO THE ALUMNAE CAMPAIGN (<i>final list</i>)	20
CLASS CAMPAIGN RECORDS	29
CLASS NEWS	30
HELEN BROWN WILLIAMS	44
<i>Helen Ridley Hartley</i>	
FUNDS AND SCHOLARSHIPS	50
<i>(given in the Eighth Campaign)</i>	
ALUMNAE CLUB DIRECTORY	<i>Inside Back Cover</i>

ELEANOR N. HUTCHENS '40 EDITOR

COME TO REUNION!

To the Classes of

1894 1910 1929 1948

1895 1911 1930 1949

1912 1931

1913 1932

Reunion time for us is June 3, 1950. We want this to be a great occasion, and you can do your part by returning to the campus for Commencement. Get your crowd together and let the Alumnae Office know that you want to room near each other. This information must be in the Office by May 15.

Here is the schedule of events for the weekend:

Saturday, 11:30 A.M.: Meeting of all Class Officers in the Alumnae House.

1:00 P.M.: The Trustees' Luncheon for seniors and active alumnae in Rebekah Scott.

Immediately afterward: Annual meeting of the Alumnae Association, open to all active members.

Immediately afterward: Dedication of the new Observatory.

4:30 P.M.: Class Day.

6:30 P.M.: Reunion Dinners, \$2.00 a plate, informal, in the Alumnae House for *all* members of our classes whether graduates or non-graduates.

8:30 P.M.: Program by the Speech Department.

Immediately afterward: The Senior Class book burning in front of Main.

Sunday, 11:00 A.M.: The Baccalaureate Service in Gaines Chapel, Presser Hall.

Speaker: Dr. Frederick H. Olert, Detroit, Michigan.

6:30 P.M.: The Alumnae Garden Coffee for Faculty and Seniors.

Monday, 10:00 A.M.: Commencement, Gaines Chapel, Presser Hall.

Speaker: Congressman Walter Judd of Minnesota.

The campus has undergone many changes since most of us were in college, and it's worth trying hard to get back and see them. Right now a new central dining hall is going up next to Inman and the Observatory is almost finished. And only '49 knows the beautiful new Infirmary!

Start planning with your friends *now*. The Office will send your reservation forms soon, and we hope to have all of you back.

Sincerely,

CRYSTAL HOPE WELLBORN GREGG
President, Class of 1930
Chairman, Reunion Committee

This was the address at this year's Honors Banquet, the annual occasion when the seniors who are reading for honors gather with their faculty advisers and report individually on the independent work they are doing. The main address of the evening has come to be one of the major annual expressions on scholarship each year at Agnes Scott.

Philosophy and the Philosopher

by M. Kathryn Glick

Professor of Classical Languages and Literatures

We have eaten and drunk and some of us have been merry and to that extent have been good Epicureans. But lest some of you be insulted by being referred to as 'pigs from Epicurus' sty'—to use Horace's words, let me assure you that Epicurus had some worthwhile things to say. One precept was to do nothing which might cause either remorse or regret. Now if I had followed that teaching, I would by hook or crook have eluded Mr. Posey and not have agreed to attempt this talk to you and so have escaped considerable mental anguish.

One of the most admirable things about Epicurus was the emphasis which he placed upon friendship. I am relying heavily upon friendship this evening. I have brought a goodly fellowship of friends with me—friends whom I love dearly, associate with almost constantly, and without whom I think I could not live at all. These friends are Greeks and Romans. They are dead, in the accepted sense of that word, but they are the most vital people I know. Because I respect them highly and respect you, I decided to let them do most of the talking. I brought several of them because they would not understand this strange custom of ours of having one person do most of the talking at such a gathering as this. They too have varied interests: there are several poets, a mathematician, a playwright, a statesman, a scientist, and many philosophers. I believe you will find them congenial because they are unanimously agreed also that the life of the mind is the most important business of man.

We shall talk to you about philosophy and the philosopher. We shall use the terms in the Attic sense, i.e., love of wisdom and lover of wisdom. Plato says that "the philosopher is a man ready and eager to taste every kind of knowledge, who addresses himself to its pursuit joyfully and with an insatiable appetite."

Wisdom, which the philosopher loves and pursues is something beyond knowledge. It comes perhaps with the action of the reason upon knowledge. In its fullest sense, it approximates truth.

As for Reason, "it is," says Aristotle, "the highest thing in us and the world with which Reason deals is the highest thing we know." "Reason is divine," says Plato, "and the soul and Reason are one."

I think I could not talk to you about anything else for we seem to be living in an age which has largely lost sight of wisdom and the means by which we achieve it, namely, reason. We are living in a world which is strangely afraid of ideas. We are either afraid to use our minds, or ashamed to use them, or consider such activity a waste of time. This fear of the use of our own intellects leads us to be afraid of all ideas. So rather than stand firm and look the ideas of other people in the face and weigh and analyze them, we become panicky at such ideas as Communism. This leads to the further evil of unreasonable suppression and censorship. So, in our panic, liberal magazines are banned from public schools; professors are fired from universities because we fear what they may teach. There was a headline in this morning's Constitution which read: "FOR FINANCES' SAKE COLLEGES MUST ERASE 'RED THINKING'." Most people have a very hazy idea of what they mean by communism; it is too often just a term of reproach for any person or idea of which we disapprove. But for this very reason it is dangerous. I quake in my boots often when I think of the dangerous and subversive subject matter which I must teach! There is Plato, but I comfort myself with the thought that the red baiters will shrug him off with something like 'he is just one of those pagan Greeks and didn't know any better—no one reads him anyway.' But then I also teach New Testament Greek. There is nothing dangerous about the Greek. But the Gospel of Luke, for instance, is

filled with so-called dangerous ideas. If we began to take him literally, we should certainly have a revolution. So I hope for my own sake and that of the Bible Department and for the College itself that some of these Investigators never find out what is in that Gospel of Luke! We allow fear of an idea to paralyze our national life in practically all of its aspects, as Mr. Warburg so ably showed us in his recent lecture. Men are brought to trial not for subversive actions, but for what we fear may be subversive thoughts. In an editorial in a recent issue of *The Saturday Review of Literature*, Professor Commager asks "What Ideas Are Safe." He concludes, of course, as Socrates and Plato did long ago, that no ideas are necessarily safe and that if we try to make them safe, we kill the power to produce ideas. The philosopher must pursue wisdom—or truth, if you like—and be willing to follow wherever the argument may lead. That alone can free us from this paralyzing fear.

And I am concerned not only because this fear of ideas manifests itself so generally in our country as a whole, but I'm even more troubled because an unreasonable fear of the intellect and of reason shows itself every now and then here on our own campus.

This fear of reason or lack of respect for it shows itself in various ways in college: in the girl who is ashamed to be caught studying and to admit that she uses her mind; conversely, in the girl who works only for grades; in the tendency to exalt some vague quality such as popularity or personality to leadership over intelligence, as if there could be any sound leadership without intelligence of a high type. Plato says, "No law or ordinance whatever has the right to sovereignty over knowledge; it is a sin that Reason should be the subject or servant of anyone; its place is to be ruler of all." (*Lysis*, 375). This fear or lack of respect for reason shows itself, to be specific, in the relative positions of honor in which Phi Beta Kappa and Mortar Board are held by a majority of students. And again in the attempt every now and then to set up a conflict between the soul and the Reason or the spirit and the intellect, if you prefer. My friends are unanimous in thinking them one. And finally, this fear of the intellect shows itself in the hesitancy of some students to undertake the Honors Program, as well as in the tendency of part of the student body to set apart those who do.

When fear and lack of respect for the life of the mind show themselves on college campuses which should be the cradles and exercising grounds for rea-

son and the intellect, it is no wonder that conditions are as they are in the country at large.

I am proud of you students who have chosen to pursue the path of reason in the particular way which the Honors Program demands. I wish there were many more of you. What you are learning concerns not only your college life or your senior year, but to improve your use of reason is valuable for all of life. This is just a proving ground. Plato says, "Let each one of us leave every other kind of knowledge and seek and follow one thing only, if peradventure he may be able to learn and may find someone who will make him able to learn and discern between good and evil, and so to choose always and everywhere the better life as he has opportunity. He should consider the bearing of all these things which have been mentioned severally and collectively upon virtue; (When I use this word *virtue*, think wisdom which is its largest factor. Virtue as used in this sense is that quality which sets one thing apart from everything else and is the essence of any particular thing as saltiness is the virtue of salt. Wisdom is the virtue of man and the virtuous man is the wise man.) he should know what the effect of beauty is when combined with poverty or wealth in a particular soul, and what are the good and evil consequences of noble and humble birth, of public and private station, of strength and weakness, of cleverness and dullness, and of all the natural and acquired gifts of the soul, and the operation of them when conjoined; he will then look at the nature of the soul, and from the consideration of all these qualities he will be able to determine which is the better and which is the worse; and so he will choose, giving the name of evil to the life which will make his soul more unjust, and good to the life which will make his soul more just; all else he will disregard." (*Republic*, X). It is no narrow intellectualism to which we are exhorting you.

You need not be ashamed to be caught using your minds. My friends say that it is the highest and most distinctive part of you. Listen to Aristotle: "the function of man is an activity of the soul in accordance with reason." (*Nicomachean Ethics*, i.7.1099). Furthermore, Socrates held that sin is ignorance and I am sure he would not disapprove of my reversing the statement and saying that ignorance is sin. Not only is the intellectual life natural, honorable, and obligatory, but it is also pleasant. Aristotle also says "to be learning something is the greatest of pleasures not only to the philosopher but also to the rest of

mankind, however small their capacity for it." (*Poetics*, 1448b). And finally it affords you comfort. Cicero says "Philosophy, therefore, can never be praised worthily enough, since he who obeys her can spend every part of his life without uneasiness." (*De Senectute*, sec. 2). You need not apologize for the way of life you have chosen.

Part of our fear and uncertainty stems, it seems to me, from a faulty answer to the question "What is the right life for a man?" The Greeks and many of the Romans would be strangely uncomfortable in this life of ours. They would be confused, I think, at our headlong rush after the material things and at the emphasis which we place upon our conception of the practical. Their discomfort would be due to the fact that they differed radically from us in the answer which they gave to the question "What is the right life for a man?" Aristotle says "to be always seeking after the useful does not become free and exalted souls." (*Politics*, 1338b).

Plato and Aristotle have been doing most of the talking. Lest you get the impression that it was only more or less specialized philosophers after all who held these convictions about the importance of the life of the mind, we shall hear from some of the others.

From the time of Homer on, the Greeks placed great emphasis upon wisdom and reason and rendered them respect. Again and again, Homer, in speaking of the education of his heroes, says that they were taught to be ever the best: not how to make the most money, but how to live in accordance with the best in Man. And the best (the most distinctive qualities of man) always includes reason. While wisdom is not so all important in Homer as perhaps in Plato, it is still important. Two of the most prominent men in the *Iliad* are Nestor and Odysseus. They represent two types of wisdom. Nestor is an old man at the time of the Trojan war and wise from experience. Agamemnon, in the course of the poem, wishes for ten men, not like Ajax, one of the greatest fighters, but like Nestor. Odysseus, however, is much younger and one of the active heroes. He is the Homeric wise man and he is called wise Odysseus because of the extraordinary keenness of his mind. He is present at all meetings on policy and is regularly chosen for enterprises which call for great intelligence. While our conception of wisdom may not be Odysseus, the emphasis is still on the use of the intellect. Achilles exhibits still another type of wisdom or quality of

wisdom much honored by the Greeks—namely, a proper recognition of the position of man and an unquestioning obedience to the gods. Had Achilles not been wise, he would never have been a favorite of Athena in the *Iliad* nor the model of Athenian young men for many years after the time of Homer. Odysseus is, of course, the chief hero in the *Odyssey* where again emphasis is placed constantly upon his wisdom and his use of his mind.

Homer was for hundreds of years the only or the chief teacher of the Greeks and again of the Romans. Horace writes to one of his young friends: "While you, Lollius, study rhetoric at Rome, I have been reading afresh at Praeneste the writer of the Trojan War; who tells us what is fair and what is foul, what is helpful, what not, more plainly than Chrysippus and Crantor . . . The story in which it is told how, because of Paris' love Greece clashed in tedious war with a foreign land, embraces the passions of foolish kings and peoples . . . Again, of the power and worth of wisdom he has set before us an instructive pattern in Ulysses, that tamer of Troy, who looked with discerning eyes upon the cities and manners of many men, and while for self and comrades he strove for a return across the broad seas, many hardships he endured, but could never be overwhelmed by adversity. You know the Sirens' songs and Circe's cups; if, along with his comrades, he had drunk of these in folly and greed, he would have become the shapeless and witless vassal of a harlot mistress—would have lived as an unclean dog or a sow that loves the mire." (*Epist.* 1.2.1-26).

Through all the plays of Sophocles, the praise of reason and wisdom runs almost like a refrain. "The very unifying theme of his play, the *Ajax*, is the antagonism of Ajax and Odysseus—that is, of physical and even spiritual daring against intellectual greatness." (Kitto, H.D.F., *Greek Tragedy*, London, 1939, p. 122). In the course of the play, Agamemnon is made to say:

'Tis not the big
Broad-shouldered men upon whom we most rely;
No, 'tis the wise who are masters everywhere.

In the *Oedipus Rex* while Jocasta and Oedipus are both caught in a horrible net of circumstances and while in the end they both meet disaster, Jocasta who advocates: "Nothing can be forecast clearly; it is best to live at random" is blotted out; Oedipus, the essence almost of thought and intelligence, remains Oedipus, triumphant in his ruin. (Kitto, *op. cit.*, p. 141).

With Homer and Sophocles we must judge of the

importance of reason and wisdom by the general attitude shown towards them in their works. With Socrates, the case for reason is set forth more directly. Livingstone says that "if Reason was ever incarnate on earth, it was in the person of Socrates, and those who wish to see her face can see it in him. (Livingstone, R. W., *Portrait of Socrates*, Oxford, 1938, p. xxxix). John Stuart Mill called Socrates "a man unique in history, of a kind at all times needed, and seldom more than now." This is more true in our own time than it was in that of Mill as I shall try to show you.

Socrates was an Athenian citizen. He lived through the most glorious period of Athenian history. He also lived through a long and disastrous war in which he saw his state yield to hysteria and commit terrible atrocities against other peoples. He saw her defeat by the greatest military power of the time—Sparta—a state interested in little except how to produce and train good soldiers and one which was willing to resort to certain communistic measures to achieve her goal; a state which did not welcome travellers within her own borders and limited the movement of her own citizens.

He also lived through a period of political chaos. Within ten years he saw his government pass from unrestricted democracy to moderate oligarchy to limited democracy; back to unrestricted democracy and finally, at the end of the war, to the rule of the so-called Thirty Tyrants—eight months of ruthless despotism, confiscations of property, and lawless executions of the worst type. Then again the government shifted back to the democracy which was to condemn him to death on the charge that "Socrates is guilty of not believing in the gods in whom the state believes, and of introducing other strange divinities; and he is also guilty of corrupting the young." (Plato, *Apology*, 24).

Socrates also lived during a time of great intellectual upheaval when accepted ideas of religion and morality were being questioned on every side.

He played the part of an average Athenian citizen during these years, both as a soldier and in a civil capacity in which he did what he could to check the disastrous actions of both the democracy and the Thirty Tyrants. I tell you this about Socrates to show you that he was no philosopher in an ivory tower and also to show you that he was very familiar with mass hysteria and political neuroses. I believe that he is peculiarly fitted to speak to our own time.

Socrates was a great teacher though he had no formal schooling. His method was question and answer. He taught on the street corners, at the gymnasium, the dinner table—wherever men were gathered. He talked to ordinary men, young and old, on subjects of universal interest. "He was," says Xenophon, "always discussing human life—considering the meaning of religion and irreligion, beauty and ugliness, justice and injustice, reason and unreason, courage and cowardice, the character of the state and the citizen, government and the capacity for it, and those other subjects, knowledge of which marked the true man, while ignorance of them was really servile." (*Memorabilia* L.1.16). He was careful about definitions and analysis. He sometimes took a current word like education, liberalism, or nationalism and analyzed, examined, and questioned to see what men really meant by it and whether their opinions were valid. He would have a very good time today in discussing such words as communism—perhaps with Mr. Talmadge; treason, statism—perhaps with Mr. Dulles; and democracy with almost any group in our society.

Socrates knew that self-satisfaction with our opinions was a fatal obstacle to knowledge of truth. For that reason he claims that the wisest man is the man who knows that he does not know anything. He calls himself the gad-fly of the Athenians, which they might in their annoyance easily kill but "then you would sleep on for the remainder of your lives, unless God in his care for you sent you another gad-fly." (*Apology*, 18).

Socrates represents himself as a mid-wife who assists with the birth of ideas because he knew also that activity in the learner's mind is fundamental in education, and that nothing is learned which does not become part of his own experience. This is exactly what we are discovering, as this Honors Program which we are following demonstrates.

He also knew that ideas cannot be suppressed but must be faced. He said to the Athenians who were trying him: "If you think that by killing men you can prevent some one from censuring you for living wrongly, you are mistaken; that is not a way of escape which is either possible or honorable: the easiest and the noblest way is not to be disabling others, but to be improving yourselves." (*Apology*, 30).

In answering an imaginary suggestion that he might not be put to death if he would keep quiet, he replies: "Men of Athens, I have the warmest affection for

you; but I shall obey God rather than you, and while I have life and strength I shall never cease from the practice and teaching of philosophy, exhorting anyone whom I meet and saying to him after my manner: you, my friend, a citizen of the great and mighty and wise city of Athens—are you not ashamed of devoting yourself to acquiring the greatest amount of money and honor and reputation, and caring so little about wisdom and truth and the greatest improvement of the soul, which you never regard or heed at all? And if the person with whom I am arguing says: Yes, but I do care; then I do not leave him or let him go at once; but I proceed to interrogate and examine and cross-examine him, and if I think he has no virtue in him, but only says that he has, I reproach him with undervaluing the greater, and overvaluing the less. And this I shall do to every one whom I meet, young and old, citizen and alien, but especially to the citizens, for they are my brothers. For know that this is the command of God; and I believe that no greater good has ever happened in the state than my service to God. For I do nothing but go about persuading you all, young and old alike, not to take thought for your persons or your properties, but first and chiefly to care about the greatest improvement of the soul. I tell you that virtue is not given by money, but that from virtue comes money and every other good of man, private as well as public." (*Apology*, 17). And again to a similar question "If I say again that daily to discourse about virtue, and of those other things about which you hear me examining *myself* and others, is the greatest good of man, and that the unexamined life is not worth living, you are still less likely to believe me." (*Apology*, 28).

Socrates is worth our consideration also because he had the courage to follow wherever the argument might lead him. In prison, a day or two before he was to drink the hemlock, he said to Crito "I am and always have been a man to obey nothing in my nature except the reasoning, which *upon reflection* appears to me to be the best . . . The principles which I have hitherto honored and revered I still honor, and unless we can find other and better principles, I am certain not to agree with you; No, not even if the power of the multitude could inflict many more imprisonments, confiscations, and deaths, frightening us like children with hobgoblin terrors." (*Crito*, 6).

Socrates could remain true to his principles because

of his faith that "no evil can happen to a good, i.e., a wise man, either in life or after death." (*Apology*, 33).

Just what then does this use of the reason or the philosophic life involve? Many of the qualities I have already indicated to you; the purpose, adventuresomeness, fearlessness and conviction of a Socrates; the all-enduring quality of an Odysseus.

Plato postulates also, eagerness, joy, wonder, and an insatiable curiosity.

The philosophic life must also be broad. I have tried to show you repeatedly that the wise man is also an active man. But this life must be broad in another sense: Plato says there must be no secret corner of illiberality.

Another quality which is a *sine qua non* of the life of the philosopher is imagination. It is a quality which all of Plato's work shows to a preeminent degree. The most vivid statement of the quality, however, which I know comes from Lucretius. He is speaking of his master, Epicurus: "And so it was that the lively force of his mind won its way, and he passed on far beyond the fiery walls of the universe, and in mind and spirit traversed the boundless whole; whence in victory he brings us tidings what can come to be and what cannot, yes and in what way each thing has its power limited, and its deep-set boundary stone." (*De Rerum Natura*, I 72-77).

It requires hard and almost unceasing work. But, says Epicharmus, "The price at which God sells us all good things is labor."

There should also be some lightness of manner in the philosopher. Socrates' whole method shows us the effectiveness of this quality. Horace too, practical philosopher and moralist, a most companionable friend, whose saneness, wit, and urbanity are the despair of all who seek to imitate him, says "what forbids us to tell the truth with a smile?"

Finally, and *very important* is the quality of humility. Socrates is summing up the account of his efforts to prove the oracle of Apollo wrong in its assertion that he (Socrates) is the wisest of men. He says: "But the truth is, men of Athens, that God only is wise; and by his answer he intends to show that the wisdom of men is worth little or nothing; he is not speaking of Socrates, he is only using my name by way of illustration, as if he said, He is the wisest, who, like Socrates, knows that his wisdom is in truth worth nothing." (*Apology*, 23).

Doris Sullivan is the first field representative sent out by Agnes Scott in more than a decade. Her work has been greatly strengthened by the aid of alumnae in the cities and towns she has visited.

Hand-Picking the Freshmen

by Doris Sullivan '49
Alumnae Representative

In youthful fantasies I pictured myself as a successful career woman in every field from modeling and the stage to novel-writing and politics. At Agnes Scott my visions became somewhat narrowed in range, but still varied and imaginative. But never, even in my wildest moments of vocation-dreaming did I visualize myself as a traveling salesman.

Since the first of September, as alumnae representative for the alma mater, I have acquired some of the distinctive characteristics of that trade. The strategically packed suitcase, the automobile littered with Agnes Scott literature, and a constantly changing mailing address have definitely marked me. Repeated warnings from helpful people everywhere ensure that I "never drive at night" and "never pick up a rider—not even a member of the family."



These recent months have been extremely educational, especially in the field of automobile mechanics. I never knew it was unnecessary, much less undesirable, to purchase oil each time the gas tank was refueled. Varying traffic regulations and "DETOUR—Bridge Out" signs have also been a constant call for alert driving. However, with the kind help of Mr. Tart and service station attendants all over the South, I have managed to steer clear of too many major predicaments. Highway signs, gas mileage, and storage garages had been only the vaguest of realities to me until September 1. Since that time I have been made aware of a whole new world.

From an educational point of view, I have also learned much about this business of officially representing Agnes Scott. Actually the job is almost as new to the College as to me. Some years ago Penelope Brown Barnett, Alberta Palmour McMillan, and Eleanor Hamilton Hightower each held the position for a year or two. However, all records of their endeavors have disappeared, so that the building of a new foundation has been necessary this year. With the combined forces of McCain-Alston-Stukes-Steele-Hutchens and Sullivan plus the excellent help of many alumnae we have formulated a general, if flexible, procedure. Contact Point Number One is the high school and in planning a trip we write to the public and private school for an appointment to talk with the principal or guidance counselor, or individual girls interested in Agnes Scott, or perhaps a large group of juniors and seniors. Our second approach is through churches, and we call on pastors and religious education workers who often suggest possible prospects.

Our third channel, and a vital one, is found in our loyal alumnae everywhere. In some places we have called on individuals to suggest girls, while in larger towns alumnae have planned informal teas to which high school students are invited. This social contact has proven to be of untold value. Actually our alumnae are our strongest source and our best advertisement. In any business the finished product speaks for itself.

As a part of this new work we are in the process of building up a collection of color slides in order to present a vivid and representative view of Agnes Scott life. When complete, the group will include campus scenes, pictures of some of the faculty and administration, and views of many outstanding activities of the year.

Association with high school students has been an

education in itself, and I am continually amazed at their unlimited energy and enthusiasm. In many cases, however, there is a deplorable ignorance on the subject of college. Exceptions are found in scattered schools where guidance programs are attempting to stimulate college-consciousness. Our homes, schools, and churches should all be doing more to guide young people in planning intelligently for the college experience. Most high school students have high ambitions and plans for after-college careers. We must realize that these plans may undergo several periods of change, but the ideal and the ambition are there. There is a surprising interest in actual academic courses, and queries concerning required and elective subjects are common. Of course there are the frequently recurring questions concerning social life. "How many dates a week?" "How many weekends off campus?" "How near are Georgia Tech and Emory?" and "Do you have to study all the time? Is it very hard?"

The most frustrating element in this work rises from the fact that the territory is so great and time is so limited. Even if the field is confined to the Southeast, the task is still difficult. We launched our effort by concentrating on the seventeen schools in the Atlanta area. In many of these schools our good name is very ably maintained by some of our teaching alumnae.

My first out-of-town trip took me to Chattanooga to meet with our alumnae club and see students. On the return trip, the Dalton alumnae assisted our efforts by inviting high school students to an informal meeting with alumnae. My next journey carried me into North Carolina, where good Charlotte and Winston-Salem alumnae entertained prospective high school students and Agnes Scotters in Salisbury, Concord, and High Point were most cooperative. Of course the home territory is always a ripe field for activity; and consequently we have tried to make a rather thorough coverage of Georgia. Throughout the state in towns and cities, I have visited in high schools large and small to talk with girls about college plans. In Columbus, Macon, and Augusta there were more delightful alumnae meetings with students on hand. Greenville, South Carolina, claims a goodly number of Agnes Scott citizens, and their help as well as the cooperation of Anderson, South Carolina, alumnae is as valuable during a trip through the western section of that state.

My most distant journey from "the sheltering arms" was scheduled around meetings of the Wash-

ington, Baltimore, and Richmond clubs for Founder's Day. The occasion proved an excellent opportunity for visiting both public and private schools in those areas. It was a rather disillusioning experience to find that the name Agnes Scott is not so significant to either administration or students in Washington and Baltimore as it is in regions nearer home. However, I found both groups happy to learn of our academic standing and impressed by the College as it is pictured in the color slides.

This work in public relations for Agnes Scott has forcefully taught me the importance of our alumnae everywhere, and our need for their help and loyalty. Alumnae represent the alma mater to all those with whom they come in contact who know they attended Agnes Scott. As groups and as individuals, alumnae can increase the power of representation by seeking and informing good prospects and by generally making Agnes Scott known wherever they are.

There is certainly nothing monotonous about this job unless it be the sound of my own voice. By nature of the work, my greatest activity consists in talking, and that about Agnes Scott. However, such a task is hardly like work at all because I have the utmost confidence in the product I sell. I believe in Agnes Scott.

I believe in Agnes Scott because it is unique in its purpose, which is best characterized by its four-fold ideal. Through the years its purpose has been "to offer the best possible educational advantages under positive Christian influences." And likewise through the years there has been a constant effort on the part of administration and faculty to maintain standards of "high intellectual attainment." Certainly we agree that an atmosphere of intellectual stimulation prevails for which a strong faculty is responsible. Not only in class, but in personal association faculty members inspire mental development. Through the honors program a number of students are given an opportunity to explore one field more thoroughly than in class and to work with more individual freedom. The whole curriculum is planned in an attempt to give students a broad liberal education.

The ideal of the development of a "simple religious faith" is rooted in Agnes Scott's past and is found at present in opportunities for worship and service and an emphasis on spiritual reality. Although no student is forced to participate in religious activities, a Christian atmosphere is maintained which stresses the importance of development of the individual.

The aim toward physical well-being is pursued through a wide range of athletic activities as well as through the care of the college physician and her staff. The new Frances Winship Walters Infirmary has greatly facilitated the work of the physical education department. The student Athletic Association has the major responsibility for the athletic program on campus, and students have an opportunity to learn and develop individual skills as well as team work and sportsmanship.

The social life and development of the personality is not the least of the interests at Agnes Scott. Valuable personality development results from informal associations with other students and with faculty members. A large number of varied extracurricular activities provide outlet for diverse interests as well as the development of new talents. And of course social interest lies in Agnes Scott's accessibility to nearby institutions such as Georgia Tech and Emory University. Surely there is ample opportunity at Agnes Scott for a well-balanced development of the mind, spirit, body, and personality.

Its location is strikingly advantageous. Agnes Scott is fortunate in being situated in a suburban area—Decatur, and at the same time accessible to a city—Atlanta. Atlanta offers cultural opportunities in the way of theaters, concerts, and opera season as well as intellectual stimulation derived from the University Center and the participation of other educational institutions in the area. Furthermore we are in the heart of the South, a region distinctive in its tradition as well as in its progress.

Through the years Agnes Scott's purpose has been distinctive and lofty because of its heritage. Colonel Scott, Dr. Gaines, Miss Hopkins and many, many

others possessed the vision to see the needs and opportunities of the institution they hoped to build. Actually Agnes Scott is young. It was in 1906 that the first college degrees were awarded; only forty-four years ago. However, those years have been marked by spectacular growth in material and spiritual assets, while at the same time the highest of standards have been maintained. While we are proud of our alma mater for this growth, for her buildings, faculty, curriculum and her heritage we realize there is still much development and progress to be hoped for in the years to come.

Over sixty years ago our founders realized the value of women's education. They believed that "if you educate a woman you may train a whole family." Certainly this fact remains; but today we can see an ever greater challenge in the education of women because of the increased influence of women in the world stemming from the fact that woman has taken her place in all realms of business and society. With an emphasis on the individual the Agnes Scott education attempts to educate women for the business of living as well as the business of making a living. Agnes Scott "believes that every graduate should make a worthy contribution to the community in which she lives, thinking effectively for herself and maintaining an educated and rational viewpoint toward problems of the day." It is toward this end that the daily round of duties and pleasures, activity and play are directed. For over sixty years it has been this purpose that has formed the Agnes Scott we see today.

I believe in Agnes Scott. We must all believe in Agnes Scott and its purpose even as we believe in ourselves, for it is a part of us and has "stamped" eternity upon many a fleeting moment of our days.

Recommended Reading

(Titles selected by the Education Committee)

The Meeting of East and West: An Inquiry Concerning World Understanding. F. S. C. Northrop, professor of philosophy and master of Silliman College in Yale University. Macmillan Co., 1946, New York.

Carnegie Foundation for the Advancement of Teaching: Forty-fourth Annual Report. 522 Fifth Avenue, New York. William F. Fell, publisher.

Now and then The Quarterly picks out an alumna known to the campus for her writing ability and asks her to do an article on life as it is happening to her. This essay triumphantly justifies the idea, as have some others in the past. Incidentally, Li'l Nismo came March 9 and turned out to be Sara Middleton.

Becoming a New Yorker

by Bet Patterson King '47

In 1946 we said, "New York—what a glorious place to spend a summer!"

In 1947: "Of course we wouldn't want to live here indefinitely, but New York has educational and cultural advantages galore, and it's great to be right in the midst of them for a year or two."

In 1948: "What a monstrous, abnormal growth it is on the face of the earth, this city! Let's go to New Zealand, or Okinawa, or Paris, or Arizona."

In 1949: "Er . . . uh, whatta ya say we stay on here next year? This place sort of grows on you, doesn't it?"

We know it's a dreadful place to live, and dangerous even in peacetime, a perfect target in war. Try to cross the street even with a favorable light, and know that a whole herd of sleek, powerful taxicabs waits poised to leap at you if the light should change before you reach the other side. If you're alone, female, and young, trust the drivers to gun their motors frighteningly as you pass each of the red and yellow monsters. Go out for some "fresh air" and know as you return that your lungs are coated with another layer of fairly fresh soot. Go shopping between Thanksgiving and Christmas and expose yourself to concussion, strangulation, suffocation, and expostulation. They say it is also dangerous to walk alone through Central Park at night or through another park in the daytime. I have walked alone through Central Park at night and been unhindered, though I should have expected nothing pleasanter than murder, according to a maiden lady who heard of my adventure. Some of the city's dangers are exaggerated by New Yorkers; others, like taxicabs and sooty air, go unnoticed by this hardy breed who know no better than to go on living here.

This strange creature, the New Yorker, is one of the city's most puzzling phenomena. In rare times of self-examination we shudder a bit to know that, creepingly, we are becoming more and more like him

as we share his cramped quarters, this little isle. Being always in sight and under foot of thousands of other persons, he has built around himself a wall of lonely reserve, and if you try to break it by starting a friendly conversation, he knows at once you are from out-of-town. Taxi drivers are different. It is part of their tradition to talk to you about everything they think, especially about New Joisey drivers. But other New Yorkers do not know their neighbors. Once break through their wall and you will find that, to their surprise, they are pouring out their inmost thoughts, their daily observations, their secret springs of action. Present them with a blind man, even one with an obviously fake seeing-eye dog, or a fainting woman, and they become all solicitude and earnest care and generous charity.

They are utterly provincial. To them the South has three aspects: Southern accents, lynchings, Florida. If they are public school bred, they know the city's degree-factories and have heard of Harvard and Wellesley. If they are prep school bred, they have been to Harvard or Wellesley and know about the city's colleges. Before I understood this peculiar insularity, I was cowed into lowering my head and muttering, "Agnes Scott College, in Decatur, Georgia, near Atlanta," when one of them condescended to ask me what school I went to. Sometimes I added timidly but a wee bit belligerently, "It's a good college." Now I know them better, and I cow *them* by thrusting back my shoulders and replying in a clear, firm, incontrovertible voice, "Agnes Scott." No explanation. No geography. That makes them squirm and say, "You know, really, we New Yorkers are quite provincial. Where is Agnes Scott?" Now in a superior position, I acknowledge their provincialism and don't mind explaining anything they want to know about my college.

In Atlanta I used to worry about the racial discrimination sanctioned by law and followed up per-

sonally by street-car operators. In New York I can relax, knowing there will be absolutely no discrimination either by fellow subway passengers or by bus drivers: they are surly and rude to everybody. I marvel that football talent scouts have not yet learned to haunt the subway stations, instead of wasting their time at high school scoreboards, in their search for promising linemen. If a veteran New Yorker could be taught to run interference for a halfback, instead of for himself alone, the nation's fans would see such musclework, such strategy as they never dreamed before. Once having been jostled into a car, I have not learned to pounce upon a seat quickly enough to precede the most decrepit of New York men.

Why do we stay in this huge lunatic asylum where nobody knows how to relax, where the faces are mostly either grim or empty, where it costs a fortune to rent a cubbyhole where sometimes the water doesn't run and other times the refrigerator turns into an oven (this without warning)? Why do we do it?

Why we can do it is easy to answer: Ware, my husband, makes it possible. I'll try farther along to think of some of the things that keep us here, but just now I shall write of Ware, who keeps life livable even in the caverns of New York. I should like to amend Darwin's theory to suggest that the fittest and their wives survive, for I am surviving right well, only by the fitness of my husband. Of hardy Midwest pioneer stock, he is strong enough to make his way through the most turbulent of subway crowds while I, squaw-like, follow, trying to stay in his wake before the gap between us closes with masses of humanity or, more serious, sliding subway doors. When he sets his lips to whistle the piercing summons he learned in the Minnesota woods (no fingers, mind you), taxicabs screech to a stop for blocks in every direction. What's more, he wears a clerical collar that elicits signs of respect from many taxi drivers and all policemen and makes it easier for us both to get through traffic. Workmen and little children salute him, "Good day, Father," and once a small boy on the subway jumped up and said, "Here's a seat for you, Fodder," not giving so much as a glance at "Mudder" who stood nearby. He walks past an exhibition and gets a free pass. He is a very privileged character, and he seldom bothers to explain that he is really a bit Reformed and only an expectant Father. To help set the record straight we sometimes walk the streets hand in hand but succeed only in bringing dark doubts to the hearts of the faithful.

Besides being strong and fortunately costumed, my

husband has a wonderful inquisitiveness about what makes the city, or a watch, or a person, tick. He steps right into a situation and asks the bus driver how much the new coin machines cost, the street worker what those lengths of pipe are for, the ad reader what kind of apartment he wants. New Yorkers cannot comprehend that a person can want to know something for general, not specific, information. They suspect him of being at best a Russian spy, at worst a scout from the rival establishment across the street. They parry his questions suspiciously until he gives up or they are won over and pour out, not only what he wants to know, but also what they think about O'Dwyer and the Dodgers and the new Ford car. He almost always hears something interesting, and occasionally we make real, lasting friends from these chance street and restaurant conversations. New York becomes warmer and New Yorkers more human because of my husband. In fact, as I recall, I met my husband through one of those "chance conversations" of his in New York.

And then my husband knows when it's time to get away from it all. Instead of spending lots of money for honeymoon accommodations at a resort hotel, he invested a reasonable amount in a compact tent (nylon, waterproof, fireproof, insect-proof), a roomy sleeping bag, and knapsacks. Off we went into the Adirondacks for two weeks of canoeing and camping. Since then, when we've had a couple of days to spare, we have had the equipment for overnight camping trips to Bear Mountain or the far end of Long Island. In a few hours we can be completely out of sight and sound and thought of urbanity. We have surprised many deer, and walked along a rocky ridge on top of the world in a terrifying thunderstorm, and taken a color picture of a sunfish nest. When we can't go camping, we can at least take the Staten Island ferry and pretend we're on an ocean voyage, or fly a kite in Central Park and believe we're in the country.

Most of the time we are cooped right here in the midst of *it all*. What makes us willing to stay? The greatness of it is one thing I'd mention first. I was never impressed so profoundly as I expected to be by the tall buildings, although I still catch my breath as I look up the sheer height of the Empire State from just below, or follow with my eyes from afar the pointed lines of the Chrysler Building. Winston-Salem's one skyscraper, lacking only about eighty stories of being as high as the world's tallest building, is still an impressive sight to me. In New York

I have stopped caring whether this or that is the greatest thing of its kind in the world. I have stared at many great persons here. I can say I have supped with Mrs. Roosevelt (and 350 others), dined with Henry Wallace (and 1,000 others), applauded Nehru (with a sidewalk full of others), and sat with Truman and Dewey and a million others at an air show. But at Agnes Scott I lunched with Mary Ellen Chase and six others, with Carl Sandburg and five others. I dined with Robert Frost and ten others and I had a coke with Reinhold Niebuhr and Miss Hanley. In New York I have ridden in the same elevator a hundred times with Niebuhr but never managed to drop by the coke machine with him. I maintain that Agnes Scott is a much better place than New York to get really acquainted with the great, but that New York is a better place to get infected with greatness, because the great only drop down for visits upon Agnes Scott, and they grow here. For two years I worked in the greatest missionary library in the world, and the great came through the doors to work with me. I watched them day by day, and I watched the theological greats who rode in the elevator with me but seldom visited my library; and I knew, as I never could have known at Agnes Scott, that these great persons are necessarily everyday persons, not at all of a different order from me. Some have more brains, some have more industry, all have more learning, but they are all very, very human and often discouraged and sometimes a bit peevish. Mr. Hayes, if he reads this, will throw back his head and laugh "Oh, she thinks if she rides in an elevator with the great, she has a chance to be great too." He will know how silly a thought that is, and how true.

What made me feel really at home here, more than anything else, was the sense of belonging to certain groups. I do not mean joining organizations. I tried the Phi Beta Kappa, Mortar Board, and Agnes Scott alumnae societies in pursuit of amalgamation; and Ware and I enjoyed being members of a large non-denominational church and of its young people's group for two years, but even that membership did not make us a part of the New York community. In Decatur and Atlanta I had come closer to the off-campus world as a Sunday school teacher, but in our New York church the teachers were expected to have at least a master's degree in religious education. For eight amazing months last year I found my niche in the community, teaching English to refugees two nights a week. In this endeavor I really began to belong to New York city. I began to understand the

problems of the thousands of residents here who have come from concentration camps in Germany, who have fled to New York in a ten-year trek from Berlin to Shanghai to San Francisco and finally here. A woman student wore her Auschwitz number tattooed on her forearm. A man had been in Buchenwald. There were engineers in their sixties, too old to begin work anew here in a strange language with new customs, watching their wives go out day by day to work in the garment industry. There was a brilliant architect of twenty-nine, coming to New York at a time when brilliant young American architects could find no work in their field. There were old men and women, slow to learn, embarrassed at their mistakes, doggedly working at a senseless language, grateful enough for haven in a new country to try to become citizens. We laughed and sang and played games together, and sometimes we reminisced and were sad together. I am sure their neighbors sometimes wonder where they got those Southern accents!

Now Ware and I have moved out of the university neighborhood and live in a real New York section, and I feel a heightened sense of belonging that I never could feel in a "student apartment." Also he has a church job, and we are beginning to grow into the life of a certain East Midtown community. Our parishioners live on Park and Madison and Lexington Avenues and are a privileged group, different from any church membership I have known before. They have their own prejudices and needs and strengths, and it's fun to get to know them and work with them.

On Thursday afternoons I go to another section of Lexington Avenue and get a touch of a different kind of life. A new set of "parishioners," also from Madison and Park and thereabouts, scampers into a church classroom for the last hour of school, and I am supposed to teach fourteen third and fourth grade boys of East Harlem something about God. I have had three sessions with them, and so far they have been teaching me about boys and I haven't had a chance to get a word in edgewise about God. I am beginning to understand a bit about another segment of New York, and though I'm not convinced that I "belong" in that classroom, it helps me feel a sense of belonging to this great and complex city.

A final thought, appealing and appalling at the same time, is that by the time this chronicle gets into print, one of those rare beings, a native New Yorker, should have joined the King family. Li'l Nosmo (tentative name only) will belong to us and to New York too; and that, I suppose, is the last best tie of all.

Association Notes

Alumnae Weekend

The second Alumnae Weekend since the war, held February 10 and 11, brought scores of Agnes Scotters back to the campus for a varied program planned by Jean Bailey Owen '39, Special Events Chairman, and her committee.

H.M.S. Pinafore, by the Agnes Scott and Georgia Tech glee clubs, opened the festivities on Friday night in Presser Hall. Warren Lee Terry, the Gilbert and Sullivan veteran from New York whom several generations of alumnae remember as the imported comic lead in Agnes Scott performances, came down to help with final rehearsals and the production lived up in quality to its importance as Mr. Johnson's last G&S presentation. (He retires in June, as does Mr. Dieckmann.)

A surprising number of alumnae turned up in 8:30 and 9:30 classes Saturday morning. Many more joined them at chapel time, when Morris Abram spoke on the Southern college graduate's responsibilities as a citizen. Mr. Abram, a Rhodes scholar now practicing law in Atlanta, was on campus Friday and Saturday for a series of talks and discussions on the subject, his visit made possible by a gift from John Ward of Mobile, father of Anne Ward '44. His remarks on Saturday were chiefly concerned with racial issues, which he said probably would come to a head soon as a result of one or more of several segregation cases now on the way to the Supreme Court. His advice: try to prevent violence by planning with Negro leadership for a sensible reception of the change by both races; "speak in a reasonable voice." An hour of vigorous discussion followed his talk, most of it questions and answers by alumnae in the audience who were pondering ways to outgrow their own emotional patterns concerning race relations. This discussion, like last year's equally brisk one on liberal vs. vocational education, was the high point of the Weekend for those who had planned the program in the prayerful hope that visiting alumnae would be responsive and interested. Again, faculty members who attended went away in a glow at the ability of their former students to grapple with facts and ideas and to put their own conclusions clearly and well.

Dr. Wallace M. Alston, future president of the Col-

lege, spoke briefly to the gathering with the usual result: a feeling on the part of his hearers that Agnes Scott would remain in good hands when Dr. McCain retires in 1951.

After a luncheon which crowded the Alumnae House to overflowing (several campus people gave up their places to alumnae who arrived hopefully without reservations), the Weekend closed with a student-conducted tour of the campus.

Career Conference

Virginia Wood '35, Vocational Guidance Chairman, and her committee staged their second completely successful conference for student jobhunters-to-be as the winter quarter opened, January 17-19. Miss Mary Ralston, assistant personnel director of the First Wisconsin National Bank in Milwaukee, made the keynote chapel speech. Some of her observations on women in employment gained national publicity for the College when they were reported by a wire service, and the students testified to her helpfulness by sustained applause at the end of the address.

The three informal evening conferences at the Alumnae House were planned differently this year. Instead of bringing experts in different branches of three large fields, the committee decided to devote the first night to the choosing and capture of the job; the second to various part-time jobs (primarily for students who will be married before or shortly after graduation—15 per cent of the senior class is already in the bonds); and the third to the extensive field which claims more Agnes Scott graduates than any other single kind of work—social service, including church, welfare, government agency, Community Chest, and other endeavors. The turnout was gratifying, and student questioning continued well into the night at each session.

The Alumnae Fountain

As alumnae know who have visited the campus in the last three years or so, the lad who decorates the garden fountain has suffered decapitation and been further injured about the back and legs. Laurie Belle Stubbs Johns '22, Grounds Chairman, has at the request of the Executive Board undertaken to replace him.

Funds have been voted by the Board from member-

ship contributions made by the Class of 1949 and have been augmented by funds from the treasury of the Class of 1931, which gave the pool.

The chairman, whose hard work this spring is showing up beautifully as shifted shrubs take hold and hyacinths declare their colors, hopes to have the new figure up for inspection by Commencement time. The present choice is a little girl.

Color Slides of the Campus

Any Agnes Scott alumnae club may borrow from the Alumnae Office a set of 15 color slides of campus scenes, for use as part of a meeting program. They

show buildings new and old, glimpses of student life, and various faculty members. It is hoped to enlarge the collection gradually. Miss Mary Boney, instructor in Bible, has made an excellent job of the camera work and has kindly allowed the Alumnae Association to duplicate her films for club use. They are 2 x 2 inches, 35 mm., and require the usual kind of slide projector and screen.

Know Anybody?

The Association hopes to obtain a full-time residence manager for the Alumnae House by next fall. If you know an alumna who would and could fill the post well, please notify the Office at once.

FUNDS AND SCHOLARSHIPS

Given in the Eighth Campaign

Kate Durr Elmore Fund	\$25,000.
Mary Scott Scully Scholarship (increased to)	10,000
Mary Livingston Beatie Scholarship Fund	5,375
Agnes Raoul Glenn Fund	5,000
J. O. Bowen Fund	3,000
Augusta Skeen Cooper Scholarship Fund	2,000
Jodele Tanner Science Fund	1,926.49
Lucile Alexander Scholarship	1,500
Mr. and Mrs. R. B. Cunningham	1,500
Leonard and Catharine Jean McMillan Bellingrath Memorial	1,000
John A. and Sallie Burgess Scholarship Fund	1,000
Annie Ludlow Cannon Fund	1,000
James Ballard Dyer Scholarship Fund	1,000
Gallant-Belk Scholarship	1,000
Mr. and Mrs. T. C. Lanier	1,000
McKowen Fund	1,000
Mr. and Mrs. W. C. Pauley	1,000
Col. Robert Durant Harden Memorial	50

Founder's Day Meetings

Agnes Scott alumnae in 18 cities reported Founder's Day meetings before this issue of *The Quarterly* went to press. Several other groups which had signified intentions to hold the traditional gathering, and presumably did, had not been heard from when the deadline arrived.

The Alumnae Office notified all clubs that the WSB broadcast would be held as usual, with President McCain, Vice-President Alston, and Sarah Shields Pfeiffer '27 as the speakers this year and the College Choir providing music. Notices also went to one alumna in each town containing a sufficient number of Agnes Scotters to justify the forming of a club, with the suggestion that she take the initiative in arranging a meeting. Available program material was listed and a card enclosed for requests. Letters from President McCain and Alumnae Director Eleanor Hutchens, and a suggested program from the Education Committee, were sent with card files of the alumnae in each locality. In five cases, the Office arranged to have speakers from the College address meetings at the request of the clubs.

Here are the reports received by press time:

Asheville

Place of meeting: Home of Marion Green Johnston '29

Description of meeting: Informal tea with discussion endorsing Homemaking Courses to be offered for credit, Marion Green Johnston, Chairman.

Present: Maurine Bledsoe Bramlett '27, Marion Green Johnston '29, Helen Moore '18, Katherine Wright Kress '32.

Augusta

Place of Meeting: Shad-O-Hill Tearoom

Officers elected for year 1950-51:

President: Frances Woodall '45

Secretary: Mary Jo Ammons '49

Description of meeting: A tea for alumnae and high school students in Augusta and the vicinity. Doris Sullivan, field representative, presented the

program of the College to the students.

Plans for next meeting: Founder's Day, 1951.

Baltimore

Place of meeting: Mount Vernon Apartments

Officers elected for year 1950-51:

President: Alvahn Holmes '18

Secretary: Frances Harper Sala '22

Description of meeting: A dinner meeting with 8 present. The group decided to organize Baltimore alumnae with plans to meet several times a year. Doris Sullivan, field representative, met with the club, informed them of recent changes in the College program and showed slides of the campus.

Birmingham

Place of meeting: Highland Terrace Garden

Officers for 1950-51:

President: Lucy Durr Dunn '19

Vice-president: Janet Liddell Philippi '47

Secretary: Florence Kleybecker Keller '33

Program Chairman: Vallie Young White Hamilton '17

Notification Chairman: Jane Clark Pettitt '32

Description of meeting: Luncheon meeting with Lucy Durr Dunn presiding. Miss Llewellyn Wilburn '19, associate professor of physical education at the College, addressed the group on recent changes and improvements in the College program and on the campus.

Plans for next meeting: Tentative plans for a May meeting with a faculty member from the College as speaker.

Chapel Hill-Durham

Place of meeting: Carolina Inn, Chapel Hill, N. C.

Representative elected for year 1950-51: Porter Cowles Pickell '33

Description of meeting: "Brief get-acquainted session before dinner. Susan Rose Saunders '26 read the letters from Dr. McCain and Eleanor Hutchens, being frequently interrupted as phrases in the letters reminded some of the people of their

own experiences. Ruth Slack Smith '12 [Dean of Undergraduate Instruction at Duke University Woman's College] gave a background talk and led a discussion of women in the world today, their responsibilities and privileges and the part that colleges are playing in training women for these responsibilities. The trends in education of women—the specialty schools such as Marjorie Webster, Stephens, and Katherine Gibbs as against the traditional liberal arts school—and whether we are going in the right direction came in for quite a lively discussion."

Club suggestions for work of the Association: An exploration of alumnae sentiment on including the Department of the Home in the regular curriculum; pro and con discussions from an alumnae level on whether Agnes Scott, as representative of the small liberal arts woman's college, is doing the best and the whole job of equipping graduates for life after college.

Plans for next meeting: It was agreed that the group would like to meet on a twice a year basis. First project will be to obtain names and addresses of all alumnae in Chapel Hill and Durham. A meeting with alumnae in Raleigh and other nearby towns was discussed.

Present: Betty Bolton '33, R. Florence Brinkley '14, Frances Brown '28, Porter Cowles Pickell '29, Gay Currie '42, Shirley Graves Cochran '46, Leila Holmes '45, Leila Joiner Cooper '27, Sterly Lebey Wilder '43, Ethel McKay Holmes '15, Rosemary May Kent '33, Primrose Noble Phelps '38, Lib Osborne Rollins '46, Anne Rogers '47, Susan Rose Saunders '26, Sarah Watson Emery '33, Bobbe Whipple '48, Lila Williams Rose '10.

Charlotte

Dr. William A. Calder, professor of physics and astronomy, was speaker. Club report not yet received.

Chattanooga

Place of meeting: Read House

Officers elected for year 1950-51:

President: Ann Stansbury MacKenzie, Spec.

Vice-president: Mary Helen Sizer Taber '18

Secretary: Anne McCallie '31

Treasurer: Kathrine Pitman Brown '26

Description of meeting: Luncheon meeting. Frances Thatcher Moses '17 read the script of the Found-

er's Day broadcast, inserting "quips and jests" in lieu of the musical numbers, and then Dr. McCain's letter.

Present: Betsy Banks Stoneburner '40, Martha Bufalow Rust '42, Jeanne Eakin Salyer '43, Fidesah Edwards Ingram '35, Josephine Marbut Stanley '25, Anne McCallie '31, Kathrine Pitman Brown '26, Mary Helen Sizer Taber '18, Ann Stansbury MacKenzie, Spec., Sarah Stansell Felts '21, Frances Thatcher Moses '17.

Greenville, S. C.

Place of meeting: Hotel Greenville

Description of meeting: Luncheon meeting principally for fellowship. Maryann Cochran Abbott '43, acting president. Dr. McCain's letter was read; nominations for new officers were made with plans to mail a written ballot to all Greenville alumnae in March.

Present: Ruth Anderson Stall '45, Maryann Cochran Abbott '43, Virginia Corr White '41, Carolyn Essig Frederick '28, Lib Farmer Brown '45, Mary Hutchinson Jackson '35, Dorothy Keith Hunter '25, Mary McCalla Poe '47, Kitty McKoy '49, Martha Redwine Rountree '35, Alice Reins Boyd '38, Marjorie Wilson Ligon '43, Martha Ray Lasseter Storey '44 and Ila Belle Levie Bagwell '42 of Spartanburg met with the group.

Hampton-Newport News

Place of meeting: Home of Elsie West Meehan '38

Description of meeting: Letters of Dr. McCain and Eleanor Hutchens were read, and the proposed Department of the Home was discussed. The Club then enjoyed color slides of the campus, showing new buildings and recent improvements.

Representative elected for the year 1950-51: Billie Davis Nelson '42.

Present: Billie Davis Nelson '42, Margaret Hartsook Emmons '42, Kitty Houston Shield '27, Helen Sisson Morrison '29, Elsie West Meehan '38.

Lexington, Ky.

Place of meeting: Phoenix Hotel

Representatives elected for year 1950-51: Lillian Clement Adams '27 and Ruth Slack Roach '40.

Description of meeting: A luncheon meeting with the program consisting of the letters from Dr. McCain and the Alumnae Office followed by a discussion of the educational system in Lexington.

Plans for next meeting: A luncheon meeting in May.

Present: Sarah Bond Wilder '25, Laura Brown Logan '31, Dorothy Cassel Fraser '34, Lillian Clement Adams '27, Gilberta Knight Davis '29, Mabel Marshall Whitehouse '29, Ruth Slack Roach '40.

Los Angeles

Place of meeting: Bullocks-Wilshire Tearoom

Officers elected for year 1950-51:

Chairman: Margaret Colville Carmack '22

Secretary: Page Ackerman '33

Description of meeting: A tea.

Present: Page Ackerman '33, Santa Monica; Stella Austin Stannard, Inst., Hollywood; Margaret Colville Carmack '22, Santa Monica; Ida Belle Feldman '17, Los Angeles; Alice Greenlee Grollman '25, Beverly Hills; Dorothy Grubb Rivers '31, Glendale; Blanche Guffin Alsobrook '28, Long Beach; Martha Ivey Farrell '26, Manhattan Beach; Eunice Lawrence Moorefield '31, Los Angeles; Anne Lilly Swendenberg '27, Los Angeles; Marjorie Rainey Lindsey '38, Long Beach; Margaret Young Reeves '23, Glendale.

LOUISVILLE

Lanie Harris Kinnaird '47 was elected president.

A complete list of alumnae in Louisville and the surrounding area is being compiled, and tentative plans were made for meeting quarterly.

Lynchburg, Va.

Place of meeting: Home of Catherine Mitchell Lynn '27

Officers elected for year 1950-51:

Chairman: Catherine Mitchell Lynn '27

Secretary-Treasurer: Anne Murrell Courtney '46

Description of meeting: A tea and organizational meeting at which letters from Dr. McCain and Eleanor Hutchens were read.

Plans for next meeting: Tentative plans for a meeting in May.

Present: Gladys Camp Brannan '16, Catherine Mitchell Lynn '27, Anne Murrell Courtney '46, Elizabeth Roark Ellington '23, Phyllis Roby Snead '27, Mary Venetia Smith Bryan '38, Elizabeth Watts Whitehouse '38.

Richmond, Va.

Place of meeting: Presbyterian Assembly's Training School

Officers elected for year 1950-51:

President: Louise Gardner Mallory '46

Vice-president: Barton Jackson Cathey '37

Secretary: Margie Wakefield '27

Treasurer: Sallie Peake '30

Description of meeting: Business meeting including a report of the Book Review sponsored to raise money for the club's pledge to the Campaign, the appointment of a nominating committee, and the adoption of a recommendation to enlarge the Executive Committee. The main feature of the Founder's Day meeting was a visit of Doris Sullivan, the College field representative, who told the club about her program of work, retailed recent news of the College, and showed color slides of the campus.

Plans for next meeting: Tentative plans for a tea in June, inviting Richmond girls now attending Agnes Scott and their mothers.

Present: Ann Anderson '49, Eleanor Bear '49, Kathleen Buchanan Cabell '47, Gerry Cottongim Richards '45, Lee Cousar '49, Mary Ann Craig '47, Louise Gardner Mallory '46, Florence Graham '40, Mary Stuart Hatch '43, Rachel Henderlite '28, Sarah Hill Brown '31, Marianna Hollandsworth Donnell '48, Evelyn King Wilkins '24, Mildred McCain Kinnaird '46, Dean McKoin Bushong '36, Carrie Lena McMullen Bright '34, Sallie Peake '30, Shirley Simmons '49, Doris Sullivan '49, Margie Wakefield '27, Olive Wilkinson '49.

Tallahassee

Description of meeting: A dinner meeting with Elin Haraldsdottir, a sophomore student at Florida State University from Iceland, as guest speaker. She discussed the educational system of her country. Elizabeth Lynn '27 is chairman of the group.

Present: Dabney Adams '48, Laura Haygood Roberts, Inst., Marion Hodges Anthony '29, Mamie Johnson Bierly, Inst., Elizabeth Lynn '27, Emily

Rowe '36. Although unable to be present, Attie Alford '24, Jean Chewing Lewis '46, and Margaret Yancey '48 helped with arrangements for the dinner party.

Tampa

Place of meeting: Cricket Tea Room

Officers elected for year 1950-51:

President: Louise Crawford Barnes '34

Secretary: Laurie Caldwell Tucker '17

Description of meeting: A luncheon meeting with reminiscences and discussion of Agnes Scott's plans for the future. Approval of adding Department of the Home course.

Plans for next meeting: Founder's Day, 1951.

Present: Nina Anderson Thomas '11, Louise Crawford Barnes '34, Laurie Caldwell Tucker '17, Nell Frye Johnston '16, Anna Hall McDougall Terry '23.

Washington

Place of meeting: Iron Gate Inn

Description of meeting: Luncheon meeting with Virginia Kyle Dean '39 presiding. Report of the high percentage of Campaign contributors in the Washington Club. Doris Sullivan, field representative, discussed the situation she has found in visiting high schools and interesting prospective students in Agnes Scott.

Wisconsin

Place of meeting: Home of Margaret Sheftall Chester '42

Description of meeting: A tea with five of the Wisconsin alumnae present. The letters from Dr. McCain and Eleanor Hutchens were read.

Present: Nancy Fellenz Affeldt '43, West Allis; Pat Perry Braun '43, Sheboygan; Suzanne Ring Uehling '17, West Allis; Margaret Sheftall Chester '42 and Dorothy Thigpen Shea '19, Milwaukee.

Alumnae Hostess

Is there an active, unencumbered alumna of mature years who would like to preside over the Alumnae House?

The Association hopes to install a full-time hostess in the House next fall, when the offices of the Director and the staff will be moved into the area now occupied by the Tea Room. (The Tea Room is to be discontinued because the new College Dining Hall will take over most of its functions.)

The hostess, or residence manager, will receive guests at the House, plan social entertainments, and supervise maintenance of the House and its grounds, in cooperation with the Residence, Entertainment, House Decorations, and Grounds Committees.

Any alumna who is interested in the position is invited to write at once to the Director of Alumnae Affairs giving all relevant information. It is hoped that the hostess may be appointed by the middle of May.



Givers to the Alumnae Campaign

(Final List)

INSTITUTE

Mary Mack Ardrey
Orra Hopkins
Winifred Quarterman
Cora Strong
Annie Jean Gash
Mary Elizabeth Jones
Emma Wesley
Virginia Alexander Gaines
Mary C. Barker
Jeannette Craig Woods
Jean Ramspeck Harper
Rusha Wesley
Adeline Arnold Loridans
Meta Barker
Laura Caldwell Edmonds
Bell Dunnington Sloan
Marion Bucher
Eilleen Gober
Grace Hardie
Audrey Turner Bennett
Emily Winn
Laura Candler Wilds
Mattie Duncan Johnson
Lois Johnson Aycock
Kathleen Kirkpatrick Daniel
Annie Enzard
Mattie Tilly McKee
Emma Askew Clark
Lulie Morrow Croft
Arlene Almand Foster
Mabel Ardrey Stewart
Thyrza Askew
Octavia Aubrey Howard
Annie Aunspaugh Aiken
Stella Austin Stannard
Bessie Baker Milikin
Alice Beck Dale
Bertha Brawner Ingram
Sallie Broome Clarke
Eleanor Bryce Ezell
Vashti Buchanan McLain
Alberta Burress Trotter
Kittie Burress Long
Daisy Caldwell McGinty
Willie Bell Campbell Marshburn
Claude Candler McKinney
Margaret Cannon Howell
Eliza Carter Horne
Alice Coffin Smith
Lorine Colmery Armstrong
Mary Ellen Cook Hamilton
Maury Lee Cowles Weisiger
Georgia Crane Clarke
Elva Crenshaw
Mary Louise Crenshaw Palmour
Annie Cromartie Council
Mary David McWilliams
Gussie Davidson Rhodes
Mary Dorch Forman
Annie Dunlap

Annie Emery Flinn
Julia Jordan Emery
Ethel Farmer Hunter
Olivia Fewell Taylor
Melrose Franklin Kennedy
Anne Gilleylen Quarles
Jewell Gloer Teasley
Roba Goss Ansley
Marie Gower Conyers
Annie Green Chandler
Mae Griggs Parsons
Ida Cah Hamilton
Alice Hanna Findley
Clare Harden Barber
Edith Hardy Harvey
Annie Louise Harrison Waterman
Bessie Harwell Dennis
Sue Harwell Champion
Alice Hocker Drake
Grace Hollis Lowrance
Ellerbee Holt Fowler
Ada Hooper Keith
Rubie Hudson
Kittie Huie Aderhold
Louise Hurst Howald
Irene Ingram Sage
Lillian Johnson Hunnicutt
Maud Johnson Magill
Sallie Key
Florence Light Roberts
Kate Logan Good
Midge McAden Cothran
Hettye McCurdy
Jennie McPhaul Myers
Mary McPherson Alston
Della McRae Montgomery
Effie Means McFadden
Hattie Mims
Ethel Moore
Carrye Morgan Orr
Ellabelle Morrison Carlton
Annie Newton
Lillian Ozmer Treadwell
Mary Payne Bullard
Willie Peek Almand
Marion Peel Calhoun
Gertrude Pollard
Evelyn Ramspeck Glenn
Emily Reid
Vera Reins Kamper
Claire Scott Johnston
Louise Scott Sams
Amy Seay Lawson
Corinne Simril
Henrietta Smith Bradley
Jessie Smith Young
Florence Stokes Henry
Julia Stokes
Nina Stribling Wood
Daisy Strong
Susie Thomas Jenkins
Lucy Thomson
Annie Trotti Wilson

Louise Van Harlingen Ingersall
Kate Steele Vickers
Edith Ward
Estelle Webb Shadburn
Juliet Webb Hutton
Annie Wiley Preston
Margaret Wilson McCully
Marie Wilson
Frances Winship Walters
Sarah Wolfe Keerans
Ethel Woolf
Bessie Young Brown
Susan Young Eagan
136 givers; \$191,504.50

ACADEMY

Augusta Arnold Barrow
Lillian Beatty Schuhman
Mildred Beatty Miller
Grace Bell Murray
Constance Berry Currie
Lillian Burns Chastain
Helen Camp Richardson
Eudora Campbell Haynie
Clarice Chase Marshall
Lena Christian Richardson
Louise Gaines Oates
Laura Belle Gilbert Eaton
Julia Green Heinz
Maccie Haas Harrison
Bessie Hancock Coleman
Elma Harwell
Mary Louise Haygood Trotti
Patti Hubbard Stacy
Bertha Hudson Whitaker
Elonia Hutchinson Persons
Susie Johnson
Tracy L'Engle
Elsie Lutz Lee
Lois McPherson McDougall
Marion Phinzy Black
Mary Russell Green
Laura Sawtelle Palmer
Sarah Smith Hamilton
Marcella Steedman Smith
Eliza Stickley Kimbrough
Elizabeth Tuller Nicolson
Hallie Tumlin Jones
Lidie Whitner Lee
Anna Willingham Young
Margaret Wright Alston
35 givers; \$676.00

1906

Ida Lee Hill Irvin
Annie Graham King
May McKown Taylor
Ethyl Flemister Fite
4 givers; \$1182.00

1907

Sarah Boals Spinks
Elizabeth Curry Winn
Irene Foscue Patton
Clyde Pettus
Jeannette Shapard
Hattie Lee West Candler
6 givers; \$157.00

1908

Sophie Drake Drake
Lizzabel Saxon
Sadie Magill
Ethel Reid
Bessie Sentelle Martin
5 givers; \$190.00

1909

Louise Davidson
Adalene Dorch Griggs
Margaret McCallie
Mattie Newton Traylor
Anne Waddell Bethea
Lillie Bachman Harris
Virginia Barker Hughes
Frankie Enzor
Annie Ludlow Cannon
Annette McDonald Suarez
Jean Powell McCroskey
Roberta Zachry Ingle
12 givers; \$1694.50

1910

Jennie Anderson
Flora Crowe Whitmire
Emma Louise Eldridge Fer
Eleanor Frierson
Mattie Hunter Marshall
Clyde McDaniel Jackson
Lucy Reagan Redwine
Annie Smith Moore
Mildred Thomson
Lila Williams Rose
Beulah Adamson
Tommye Barker
Emma Binns Major
Marian Brumby Hammond
Caroline Caldwell Jordan
Mary Edith Donnelly Meeb
Allie Felker Nunnally
Lucy Johnson Ozmer
Eva Johnston Bourne
Isabel Nunnally Knight
Keturah White Marshall
21 givers; \$1264.00

1911

Lucile Alexander
Adeleida Cunningham

ine Hood Burns
Wallace Kirk
Lee Kelly
Elizabeth Radford
Wells Parsons
osia Willingham Anderson
ne Boothe Jenkins
ne Brown Arnold
aldwell Wilson
e Collins Smith
ields
ng Akers
MacDonald Muse
McKown Blackshear
Moore
O'Neal Johnson
rs; \$1742.00

ette Blackburn Rust
ia Cooper
Crosswell Croft
Fargason Racey
Hall Young
e Lott Bunkley
MacIntyre Alexander
G. Mayson Donaldson
Chapin McLane
Newton Hart
lack Smith
tearns Wey
itzhugh Maxfield
Murphy Elder
Pratt Smith Slack
eager McGaughey
rs; \$1684.00

andler Guy
ark
s Dukes Wynne
ois Enzor Bynum
h Joiner Williams
McGaughey
Pope Moss Dieckmann
Pinkston Stokes
et Roberts Graham
te Sloan Tucker
Smith Taylor
each Fuqua
th Dunwoody Hall
Harwell Hill
Kendrick Jarvis
ne Stoney McDougall
rs; \$637.00

Adams
ue Barnes
e Brinkley
Brown Webb
Brown Florence
arke Murphy
ansell Cousar
Holmes Dickert
Tait Jenkins

Kathleen Kennedy
Zollie McArthur Saxon
Annie McLarty Krone
Essie Roberts Dupre
Martha Rogers Noble
Margaret Brown Bachman
Flo-Wilma Curtner Dobson
Nell DuPree Floyd
Ruth McElmurray Cothran
Annie Schroder Siceloff
19 givers; \$378.00

1915

Marion Black Cantelou
Martha Brenner Shryock
Gertrude Briesenick Ross
Annie Pope Bryan Scott
Mary Evelyn Hamilton
Mary Hyer Dale
Sallie May King
Henrietta Lambdin Turner
Catherine Parker
Grace Reid
Kate Richardson Wicker
Mary West Thatcher
Lucile Daley
Frances Farley Thornton
Minnie Hall Scarbrough
Fannie Meas Revson
Gladys McMillan Gunn
Almedia Sadler Duncan
18 givers; \$5609.00

1916

Mary Bryan Winn
Elizabeth Burke Burdett
Laura Cooper Christopher
Margaret Fields Wilkinson
Eloise Gay Brawley
Ora Glenn Roberts
Evelyn Goode Brock
Maryellen Harvey Newton
Ray Harvison Smith
Charis Hood Barwick
Leila Johnson Moore
Margaret Phythian
Mary Glenn Roberts
Martha Ross Boyce
Anna Sykes Bryars
Magara Waldron Crosby
Clara Whips Dunn
Elizabeth Bogle Weil
Martha Bradshaw Rountree
Omah Buchanan Albaugh
Florence Day Ellis
Mildred Doe Scogin
Florine Griffin Carmichael
Rebekah Lackey Coddling
Mary Louise McGuire Plonk
Alice Wyatt Sharpe
Ethel Pharr
Janie Rogers Allen
Elizabeth Taylor
Lovenah Vinson Brown
Elizabeth Walker Hunter
31 givers; \$922.00

1917

Gjertrud Amundsen Siqueland
Louise Ash
Laurie Caldwell Tucker
Martha Prince Dennison
Isabel Dew
Agnes Scott Donaldson
Gladys Gaines Field
Elizabeth Gammon Davis
Charlotte Hammond Kennedy
Jane Harwell Rutland
India Hunt Balch
Willie Belle Jackson McWhorter
Katharine Lindamood Catlett
Mary McIver Luster
Janet Newton
Mary Spottiswood Payne
Regina Pinkston
Margaret Pruden Lester
Ellen Ramsay Phillips
Louise Roach Fuller
Virginia Scott Pegues
Katherine Simpson
Augusta Skeen Cooper
Frances Thatcher Moses
Emma Louise Ware
Sarah Caroline Webster
Georgiana White Miller
Vallie White Hamilton
Virginia Allen Potter
Julia Anderson McNeely
Agnes Ball
Mynelle Blue Grove
Grace Coffin Armstrong
Ailsie Cross
Elizabeth DeWald Schiff
Elfie Doe Black
Ida Belle Feldman
Eva Mae Futch Yost
Mary Lewis Holt
Florence Kellogg Donehoo
Margaret Phillips Boyd
Maude Shute Squires
Mary Thomas Stephenson
Frances White Oliver
44 givers; \$3461.00

1918

Julia Abbot Neely
Hallie Alexander Turner
Ruth Anderson O'Neal
Elva Brehm Florrid
Belle Cooper
Ruby Lee Estes Ware
Lois Grier Moore
Rose Harwood Taylor
Susan B. Hecker
Alvahn Holmes
Helen Hood Coleman
Emma Jones Smith
Virginia Lancaster McGowan
Caroline Larendon
Margaret Leyburn Foster
Samille Lowe Skeen
Mary Lyle Phillips
Emma Porter Pope

Carolina Randolph
Katherine Seay
Evamaie Willingham Park
Emma Kate Anderson
Bessie Harvey Pew
Virginia Haugh Franklin
Katherine Jones Patton
Lucile Kaye Kraft
Helen Ledbetter Jenkins
Catherine Montgomery Williamson
Sarah Patton Cortelyou
Mary Helen Sizer Taber
30 givers; \$2682.00

1919

Blanche Copeland Jones
Lucy Durr Dunn
Claire Elliot McKay
Lois Eve Rozier
Louise Felker Mizell
Mary Dwight Ford Kennerly
Frances Glasgow Patterson
Katherine Godbee Smith
Suttle Ham Hanson
Anna Harrell Ballard
Julia Ingram Hazzard
Mary Brock Mallard Reynolds
Virginia Newton
Alice Norman Pate
Elizabeth Pruden Fagan
Ethel Rea Rone
Margaret Rowe Jones
Frances Sledd Blake
Lulu Smith Westcott
Marguerite Watts Cooper
Llewellyn Wilburn
Margaret Barry Owen
Margaret Brown Davis
Dorothy Bullock Fuller
Elizabeth Dimmock Bloodworth
Hattie Finney Glenn
Annie Gray Lindgren
Elizabeth Lawrence Brobston
Emily Miller Smith
Dorothy Mitchell Ellis
30 givers; \$2844.00

1920

Margaret Bland Sewell
Mary Burnett Thorington
Alice Cooper Bell
Romola Davis Hardy
Sarah Davis Mann
Julia Hagood Cuthbertson
Louise Johnson Blacklock
Emilie Keyes Evans
Elizabeth Lovett
Lois MacIntyre Beall
Marion MacPhail
Gertrude Manly McFarland
Virginia McLaughlin
Laura Molloy Dowling
Margery Moore Macaulay
Elizabeth Moss Harris
Eugenia Peed Erwin
Elizabeth Reid LeBey

Margaret Shive Bellingrath
 Mary Louise Slack Hooker
 Pauline Van Pelt Claunch
 Helen Williamson
 Rosalind Wurru Council
 Margaret Berryhill Reece
 Eloise Buston Sluss
 Alice Cannon Guille
 Edwina Holt
 Mary Jones Ryley
 Victoria Miller Johns
 Lurline Torbert Shealy
 Margaret Woods Happel
 31 givers; \$1231.50

1921

Margaret Bell Hanna
 Myrtle Blackmon
 Thelma Brown Aiken
 Eleanor Carpenter
 Lois Compton Jennings
 Cora Connert Ozenberger
 Marguerite Cousins Holley
 Elizabeth Enloe MacCarthy
 Mary Robb Finney Bass
 Sarah Fulton
 Aimee Glover Little
 Helen Hall Hopkins
 Mariwil Hanes Hulsey
 Eugenia Johnston Griffin
 Alice Lake Jones
 Anna Marie Landress Cate
 Frances Markley Roberts
 Jean McAlister
 Fannie McCaa McLaughlin
 Sarah McCurdy Evans
 Charlotte Newton
 Janef Preston
 Rachel Rushton Upham
 Eula Russell Kelly
 Julie Saunders Dickerson
 Sarah Stansell Felts
 Margaret Wade
 Marguerite Watkins Goodman
 Helen Wayt Cocks
 Ida Brittain Milner
 Marjorie Busha Haley
 Virginia Crank Everett
 Alice Gillespy Lawson
 Frances Hamilton Lambeth
 Mildred Harris
 Julia Heaton Coleman
 Melville Jameson
 Gladys McDaniel Hastings
 Caroline Montgomery Branch
 Adelaide Park Webster
 Isabel Pope
 Mabel Price Cathcart
 Kathleen Stanton Truesdell
 Julia Tomlinson Ingram
 44 givers; \$1688.50

1922

Jeannette Archer Neal
 Helen Barton Claytor
 Mary Barton
 Elizabeth Brown

Eleanor Buchanan Starcher
 Cama Burgess Clarkson
 Sue Cureton
 Edythe Davis Croley
 Eunice Dean Major
 Mary Flooding Brooks
 Otto Gilbert Williams
 Ivylyn Giardeau
 Ruth Hall Bryant
 Frances Harper Sala
 Catherine Haugh Smith
 Marion Hull Morris
 Lilburne Ivey Tuttle
 Julia Jamson
 Juanita Kelly
 Mary Lamar Knight
 Mary McLellan Manly
 Lucia Murchison
 Elizabeth Nichols Lowndes
 Laura Oliver Fuller
 Ruth Pirkle Berkeley
 Emma Proctor Newton
 Ruth Scandrett Hardy
 Harriet Scott Bowen
 Margaret Smith Lyon
 Althea Stephens Parmenter
 Louie Stephens Hays
 Laurie Belle Stubbs Johns
 Emily Thomas Johnston
 Sara Till Davis
 Joy Trump Hamlet
 Ruth Virden
 Ethel Ware
 Alice Whipple Lyons
 Elizabeth Wilson
 Sarah Alston Lawton
 Kathleen Belcher Gaines
 Isabel Bennett McCready
 Helen Burkhalter Quattlebaum
 Lula Groves Campbell Ivey
 Hallie Cranford Daugherty
 Caroline Farquhar
 Louise Harle
 Edith Mabry Barnett
 Lillie Maril Jacobs
 Jane Nesbit Gaines
 Mary Elizabeth Nisbit Marty
 Helene Norwood Lammers
 Lois Polhill Smith
 Dinah Roberts Parramour
 54 givers; \$1704.00

1923

Clara Mae Allen Reinero
 Imogene Allen Booth
 Ruth Almond Ward
 Hazel Bordeaux Lyon
 Dorothy Bowron Collins
 Margaret Brenner Awtry
 Sally Brodnax Hansell
 Nannie Campbell Roache
 Minnie Clarke Cordle
 Eileen Dodd Sams
 Christine Evans Murray

Helen Faw Mull
 Elizabeth Flake Colc
 Maud Foster Jackson
 Philippa Gilchrist
 Emily Guille Henegar
 Mary Harris Yongue
 Quenelle Harrold Sheffield
 Elizabeth Hoke Smith
 Viola Hollis Oakley
 Lucie Howard Carter
 Eleanor Hyde
 Eloise Knight Jones
 Jane Knight Lowe
 Lucile Little Morgan
 Elizabeth Lockhart Davis
 Josephine Logan Hamilton
 Edith McCallie
 Lois McClain Stancill
 Elizabeth McClure McGeachy
 Hilda McConnell Adams
 Anna Hall McDougall Terry
 Martha McIntosh Nall
 Mary Stewart McLeod
 Anna Meade Minnigerode
 Susye Limes Lazenby
 Margaret Ransom Sheffield
 Catherine Shields Potts
 Alice Virden
 Cecile Bowden Mayfield
 Maybeth Carnes Robertson
 Rebecca Dick
 Lena Feldman
 Mildred Ham Darsey
 Emma Hermann Lowe
 Ruby Mae Hudson Summerlin
 Caroline Moody Jordan
 Sara Moore Kelly
 Margaret Parker Turner
 Gertrude Samuels
 Dorothy Scott
 Frances Stuart Key
 Nell Veal Zipfel
 Jessie Watts Rustin
 Margaretta Womelsdorf Lumpkin
 Margaret Yeager Brackney
 56 givers; \$2980.00

1924

Frances Amis
 Emily Arnold Perry
 Elizabeth Askew Patterson
 Grace Bargeran Rambo
 Rebecca Bivings Rogers
 Janice Brown
 Helen Lane Comfort Sanders
 Marguerite Dobbs Maddox
 Martha Eakes Matthews
 Emmie Ficklen Harper
 Katie Frank Gilchrist
 Frances Gilliland Stukes
 Mary Greene
 Margaret Griffin Williams
 Victoria Howie Kerr
 Evelyn King Wilkins
 Sarah Kinman
 Vivian Little

Mary Mann Boon
 Lillian McAlpine Butler
 Margaret McDow MacDougall
 Cora Morton Durrett
 Frances Myers Dickey
 Catherine Nash Goff
 Virginia Ordway
 Weeona Peck Booth
 Margaret Powell Gay
 Cora Richardson
 Carrie Scandrett
 Daisy Frances Smith
 Polly Stone Buck
 Annie Wilson Terry
 Annadawn Watson Edwards
 Alberta Bieser Havis
 Elizabeth Dabney Grobien
 Eunice Evans Brownlee
 Selma Gordon Furman
 Marguerite Lindsey Booth
 Mildred McFall
 Edith Melton Bassett
 Mary Mosier Colter
 Ruth Spence Spear
 Augusta Thomas Lanier
 Dorothy Walker Brannon
 44 givers; \$2021.00

1925

Frances Bitzer Edson
 Mary Bess Bowdoin
 Mary Brown Campbell
 Louise Buchanan Proctor
 Elizabeth Cheatham Palne
 Agatha Deaver Bradley
 Josephine Douglas Harwel
 Ruth Drane Williams
 Isabel Ferguson
 Lucile Gause Fryxell
 Ruth Gulfin Griffin
 Louise Hannah Melson
 Mary Elizabeth Keesler Dal
 Eunice Kell Simmons
 Margaret Ladd May
 Frances Lincoln Moss
 Georgia Little Owens
 Martha Lin Manly Hogshes
 Anne LeConte McKay
 Mary Ann McKinney
 Lillian Middlebrooks Smeat
 Frances Moore
 Ruth Owen
 Clyde Passmore
 Mildred Pitner Randall
 Julia Pope
 Catherine Randolph Russe
 Maria Rose
 Floy Sadler
 Carolyn Smith Whipple
 Emily Ann Spivey Simmon
 Sarah Tate Tumlin
 Frances Tennent Ellis
 Pocahontas Wight Edmund
 Mary Ben Wright Erwin
 Emily Zellars McNeill
 Anna May Dieckmann Mor

ian Gregory Bussey
herine Hadley Kelley
s Jennings Williams
a Moore Sandifer
oy Nichols Burwell
ginia Perkins Nelson
nces Singletary Daughtery
rgaret Thomasson Taylor
mory Tucker Merritt
nces White
givers; \$1265.00

6
en Bates Law
s Bolles Knox
rgaret Bull
th Carpenter Shuey
the Coleman Paris
nces Cooper Stone
aia Duls
en Fain Bowen
a Ferrell Gentry
ry Freeman Curtis
th Gilchrist Berry
nita Greer White
ry Ella Hammond McDowell
nche Haslam Hollingsworth
rlotte Higgs Andrews
gel Huff Monaghan
ling Johnson
ry Knox Happoldt
abeth Little Meriwether
herine Mock Hodgkin
ce Ogden Moore
othy Owen Alexander
ginia Peeler Green
rence Perkins Ferry
ise Pfeiffer Ringel
hrine Pitman Brown
ne Ramage Fitzgerald
lie Bass Richardson
abeth Shaw McClamroch
th Slaughter
h Smith Merry
ia Swann
rgaret Tufts
ie Sue Wallace Nolen
rgaret Whittington Davis
ginia Wing Power
alie Wootten Deck
ry Ella Zellars Davison
abeth Doggett Johnson
ie Dunn Clark
ia Ryttenberg Hirschberg
abeth Snow Tilly
ise Stokes Hutchison
ma Tucker Sturtevant
gy Whittemore Flowers
givers; \$1471.00

7
a Bayless Boyer
ma Bernhardt
rine Bledsoe Bramlett
ephine Bridgman
rlotte Buckland

Georgia Burns Bristow
Grace Carr Clark
Annette Carter Colwell
Dorothy Chamberlain
Susan Clayton Fuller
Lillian Clement Adams
Willie May Coleman Duncan
Mildred Cowan Wright
Martha Crowe Eddins
Marion Daniel Blue
Mary Davis Johnson
Frances Dobbs Cross
Eugenie Dozier
Mabel Dumas Crenshaw
Emilie Ehrlich Strasburger
Katherine Gilliland Higgins
Venie Belle Grant Jones
Ann Heys Nash
Katherine Houston Sheild
Ida Landau Sherman
Helen Lewis Lindsley
Ellen Douglass Leyburn
Elizabeth Lilly Swedenberg
Louise Lovejoy Jackson
Elizabeth Lynn
Kenneth Manner Powell
Caroline McKinney Clark
Lucia Nimmons
Elizabeth Norfleet Miller
Stella Pittman Dunkin
Louise Plumb Stephens
Miriam Preston St. Clair
Virginia Sevier Hanna
Sarah Shields Pfeiffer
Willie White Smith
Emily Stead
Edith Strickland Jones
Elizabeth Vary
Margie Wakefield
Mary Weems Rogers
Roberta Winter
Grace Zachry McCreery
Edna Anderson Noblin
Martha Childress Ferris
Margaret Edmondson Noonan
Grace Etheredge
Kathryn Johnson
52 givers; \$2075.50

1928

Sallie Abernethy
Harriet Alexander Kilpatrick
Miriam Anderson Dowdy
Myrtle Bledsoe Wharton
Elizabeth Cole Shaw
Patricia Collins Andretta
Lucy Mai Cook Means
Emily Cope Fennell
Frances Craighead Dwyer
Mary Crenshaw McCullough
Sarah Currie Harry
Betsey Davidson Smith
Mary Dobyns Houston
Eloise Gaines Wilburn
Irene Garretson Nichols
Louise Girardeau Cook
Sarah Glenn Boyd

Elizabeth Grier Edmunds
Muriel Griffin
Annie Harper Nix
Rachel Henderlite
Mary Hough Clark
Josephine Houston Dick
Elizabeth Hudson McCulloch
Alice Hunter Rasnake
Mildred Jennings
Anais Jones Ramey
Kathryn Kalmon Nussbaum
Irene Lowrance Wright
Janet MacDonald
Ermine Malone Owenby
Mary Jane McCoy Gardner
Elizabeth McEntire
Ellott May McLellon Rushton
Lilla Mills Hawes
Julia Napier North
Martha Lou Overton
Evangeline Papageorge
Elizabeth Roark Ellington
Mary Sayward Rogers
Mary Shepherd Soper
Mary Sheemaker
Virginia Skeen Norton
Louise Sydnor McCormick
Lillian White Nash
Grace Ball Sanders
Madeline Dunsieith Alston
Gladys Jennings Lord
Frances New McRae
Nannie Graham Sanders
Mary Stegall Stipp
51 givers; \$2719.00

1929

Pernette Adams Carter
Sara Frances Anderson Ramsay
Gladys Austin Mann
Therese Barksdale Vinsonhaler
Martha Bradford Thurmond
Lucile Bridgman Leitch
Dorothy Brown Cantrell
Hazel Brown Ricks

*Helen Brown Williams
Virginia Cameron Taylor
Sara Carter Massee
Dorothy Cheek Callaway
Sally Cothran Lambeth
Sara Douglass Thomas
Mary Ficklen Barnett
Nancy Fitzgerald Bray
Ethel Freeland Darden
Lenore Gardner McMillan
Margaret Garretson Ford
Betty Cash
Elise Gibson
Alice Glenn Lowry
Marion Green Johnston
Pearl Hastings Baughman
Elizabeth Hatchett
Cara Hinnan
Charlotte Hunter
Katherine Hunter Branch
Dorothy Hutton Mount

Sara Johnston Carter
Mary Alice Juhan
Mary Lanier Swann
Lillian LeConte Haddock
Katherine Lott Marbut
Mabel Marshall Whitehouse
Alice McDonald Richardson
Edith McGranahan Smith
Julia McLendon Robeson
Elinore Morgan McComb
Elizabeth Moss Mitchell
Esther Nisbet Anderson
Eleanor Lee Norris MacKinnon
Katherine Pasco
Mary Prim Fowler
Helen Ridley Hartley
Martha Selman Jacobs
Mary Helen Sisson Morrison
Sarah Southerland
Olive Spencer Jones
Mary Gladys Steffner Kincaid
Susanne Stone Eady
Mary Warren Read
Violet Weeks Miller
Frances Welsh
Ruth Worth
Mary Ansley Howland
Clara Askew Crawford
Bernice Branch Leslie
Martha Broadhurst Holderness
Bettina Bush Carter
Amanda Groves
Ella Hollingsworth Wilkerson
Evelyn Knight Richards
Isabelle Leonard Spearman
Grace McLaurin Blake
Elsie McNaair Maddox
Rosalinde Moncrief Jordan
Josephine Pou Varner
Harriett Rylander Ansley
Marjorie Shealy Range
Evelyn Wood Owen
71 givers; \$4884.00
*deceased; given by husband

1930

Walterette Arwood Tanner
Marie Baker
Josephine Barry Brown
Ruth Bradford Crayton
Elizabeth Branch Johnson
Frances Brown Milton
Lois Combs Kropa
Katherine Crawford Adams
Gladney Cureton
Elizabeth Dawson Scofield
Clarene Dorsey
Clemminette Downing Rutenber
Dorothy Dudley McLanahan
Augusta Dunbar
Anne Ehrlich Solomon
Elizabeth Flinn Eckert
Alice Garretson Bolles
Anna Katherine Golucke Conyers
Mary Jane Goodrich Green
Mildred Greenleaf Walker

Jane Bailey Hall Hefner
 Elizabeth Hamilton Jacobs
 Emilie Harvey Massicot
 Inel Heard Kelley
 Helen Hendricks Martin
 Katherine Leary Holland
 Ruth Mallory Burch
 Mary McCallie Ware
 Helon McLaurin Berry
 Ruth McLean Wright
 Frances Medlin Walker
 Frances Messer
 Blanche Miller Rigby
 Emily Moore Couch
 Lynn Moore Hardy
 Carolyn Nash Hathaway
 Margaret Ogden Stewart
 Carrington Owen
 Sallie Peake
 Shannon Preston Cumming
 Helen Respass Bevier
 Lillian Russell McBeth
 Virginia Shaffner Pleasants
 Janice Simpson
 Nancy Simpson Porter
 Dorothy Smith
 Martha Stackhouse Grafton
 Belle Stowe Abernethy
 Mary Terry
 Mary Louise Thames Cartledge
 Lillian Thomas
 Harriet Todd Gallant
 Sara Townsend Pittman
 Mary Trammell
 Anne Dowdell Turner
 Crystal Hope Wellborn Gregg
 Evalyn Wilder
 Harriet B. Williams
 Raemon Wilson Craig
 Missouri Woolford Raine
 Octavia Young Harvey
 Emily Campbell
 Lillian Cook McFarland
 Elizabeth Dodd Thomas
 Mary Heeth McDermott
 Sarah Marsh Shapard
 Sue Jane Mauney Ramseur
 Frances McCoy
 Mary Stull Carson
 69 givers; \$2050.50

1931

Margaret Askew Smith
 Laura Brown Logan
 Sara Lou Bullock
 Nancy Crockett Minns
 Marjorie Daniel Cole
 Ellen Davis Laws
 Mildred Duncan
 Ruth Dunwoody
 Ruth Etheredge Griffin
 Marion Fiedler Martin
 Jean Grey Morgan
 Dorothy Grubb Rivers
 Ruth Hall Christensen
 Carolyn Heyman Goodstein

Sarah Hill Brown
 Chapin Hudson Hanks
 Myra Jervey Hoyle
 Elise Jones
 Dorothy Kethley Klughaupt
 Eunice Lawrence Moorefield
 Anne McCallie
 Jane McLaughlin Titus
 Shirley McPhaul Whitfield
 Louise Miller Elliott
 Katherine Morrow Norem
 Frances Murray Hedberg
 Fanny Niles Bolton
 Clara Knox Nunnally Roberts
 Ruth Pringle Pipkin
 Katharine Purdie
 Kitty Reid Carson
 Jeannette Shaw Harp
 Elizabeth Simpson Wilson
 Harriet Smith

Martha Sprinkle Rafferty
 Mary Sprinkle Allen
 Laelius Stallings Davis
 Cornelia Taylor Stubbs
 Ruth Taylor
 Julia Thompson Smith
 Martha Tower Dance
 Louise Ware Venable
 Martha Watson Smith
 Margaret Weeks
 Ellene Winn
 Elizabeth Woolfolk Moyer
 Octavia Howard Smith
 Caroline Jones Johnson
 Martha Ransom Johnston
 Mary Winter Wright
 50 givers; \$1601.00

1932

Virginia Allen Woods
 Catherine Baker Matthews
 Varnelle Braddy Perryman
 Harriette Brantley
 Penelope Brown Barnett
 Mary Louise Cawthon
 Margaret Deaver
 Diana Dyer Wilson
 Mary Effie Elliot
 Grace Fincher Trimble
 Marjorie Gamble
 Susan Love Glenn
 Virginia Gray Pruitt
 Ruth Green
 Elena Greenfield
 Julia Grimmer Fortson
 Mildred Hall Cornwell
 Louise Hollingsworth Jackson
 Sara Hollis Baker
 Anne Hopkins Ayres
 Elizabeth Hughes Jackson
 LaMara Kane Swanson
 Margaret Kleiber Jackson
 Marguerite Link Gatling
 Martha Logan Henderson
 Clyde Lovejoy Stevens
 Mary Miller Brown
 Lila Norfleet Davis

Betty Peeples Brannen
 Margaret Ridgely Bachmann
 Flora Riley Bynum
 Elizabeth Skeen Dawsey
 Louise Stakely
 Nell Starr Tate
 Anna Sutton Gray
 Olive Weeks Collins
 Martha Williamson Riggs
 Louise Winslow Tait
 Grace Woodward Palmour
 Mary Claire Oliver Cox
 Alice Quarles Henderson
 Jane Shelby Clay
 Katherine Spitz Guthman
 43 givers; \$3310.00

1933

Page Ackerman
 Mary Alexander Parker
 Bernice Beatty Cole
 Willa Beckham Lowrance
 Margaret Bell Burt
 Margaret Alice Belote Morse
 Judy Blundell Adler
 Nellie Brown Davenport
 Alice Bullard Nagle
 Evelyn Campbell
 Sarah Cooper Freyer
 Jewell Coxwell
 Eugenia Edwards Mackenzie
 Martha Eskridge Love
 Helen Etheredge Griffin
 May Belle Evans
 Bessie Meade Friend Drake
 Mary Lillias Garretson
 Margaret Glass Womeldorf
 Virginia Heard Feder
 Lucile Heath McDonald
 Mildred Hooten Keen
 Mary Hope Fling
 Polly Jones Jackson
 Nancy Kamper Miller
 Roberta Kilpatrick Stubblebine
 Blanche Lindsey Camp
 Caroline Lingle Lester
 Margaret Loran
 Elizabeth K. Lynch
 Vivian Martin Buchanan
 Mildred Miller Davis
 Ada Mitchell Hoagland
 Marie Moss Brandon
 Gail Nelson Blain
 Frances Oglesby Hills
 Margaret Ridley Beggs
 Mary Louise Robinson Black
 Letitia Rockmore Lange
 Sarah Shadburn Heath
 Margaret Smith Kingdon
 Laura Spivey Massie
 Douschka Sweets Akerman
 Marilyn Tate Lester
 Margaret Telford St. Amant
 Mary Frances Torrance Fleming
 Marie Whittle Welleslager
 Amelia Wolf Bond

Katharine Woltz Green
 Elizabeth Bolton
 Porter Cowles Pickell
 Thelma Firestone Hogg
 LaTrelle Robertson Duncan
 53 givers; \$4227.50

1934

Ruth Barnett Kaye
 Aloe Risse Barron Leitch
 Helen Boyd McConnell
 Iona Cater
 Nelle Chamlee Howard
 Pauline Cureton Perry
 Plant Ellis Brown
 Martha England Gunn
 Margaret Friend Stewart
 Pauline Gordon Woods
 Lucy Goss Herbert
 Sybil Grant
 Mary Grist Whitehead
 Alma Groves Jeter
 Elinor Hamilton Hightower
 Lillian Herring Rosas
 Elizabeth Johnson Thompson
 Isabel Lowrance Brooksher
 Jane MacMillan Tharpe
 Kathryn Maness Unsworth
 Louise McCain Boyce
 Mary McDonald Sledd
 Carrie Lena McMullen Bright
 Ruth Moore Randolph
 Hyta Plowden Mederer
 Florence Preston Bockhorst
 Virginia Prettyman
 Charlotte Reid Herlihy
 Carolyn Russell Nelson
 Louise Schuessler Patterson
 Mary Lou Schuman Simpson
 Martha Skeen Gould
 Mary Sloan Laird
 Rudene Taffar Young
 Mabel Barton Talmage
 Tennessee Tipton Butler
 Bella Wilson Lewis
 Elizabeth Winn Wilson
 Mary Evelyn Winterbottom
 Johnnie May York Rumble
 Flora Young Mobley
 Dorothy Bradley
 Marguerite Kennedy Griesem
 Wanelle Lott
 Sara May Love
 Mary Walton Berry
 Mallie White Regen
 Eleanor Williams Knox
 * Felice Williams
 49 givers; \$1904.00
 * Deceased

1935

Elizabeth Alexander Higgins
 Mary Virginia Allen
 Vella Marie Behm Cowan
 Dorothea Blackshear Brady
 Marian Calhoun Murray
 Marjorie Carmichael Kontz

yn Cole Gregory
 Davis Alt
 n Derrick
 Duls Starrett
 e Dunbar Moseley
 ah Edwards Ingram
 ie Florence Eubanks Donehoo
 Jane Evans Lichliter
 Fountain Edwards
 Green
 l Griffin Scoville
 e Harman Mauldin
 beth Heaton Mullino
 erine Hertzka
 Lou Houck Smith
 Humber Little
 olphine Jennings Brown
 ces McCalla Ingles
 lyn McCallum
 McClatchey Brooke
 Lois McDaniel
 a Morrison Backer
 rta Palmour McMillan
 Parke Hopkins
 Pattillo Kendall
 ha Redwine Rountree
 e Robinson Wynn
 ie Simpson Rutland
 Elizabeth Squires Doughman
 Zach Thompson
 red Thompson Raven
 beth Thrasher Baldwin
 n Turner White
 Underwood Trowell
 a Whitner Dorsey
 er Anne Withers Boyd
 inia Wood
 ueline Woolfolk Mathes
 beth Young Williams
 tha Adamson
 vieve Dorman
 Goodwin Harbin
 nor Sessions
 ivers; \$1679.00

ne Ahles Puleston
 Ames
 Armstrong
 beth Baethke
 erine Bates
 lle Blair Fife
 el Bull Mitchell
 beth Burson Wilson
 e Chamlee Booth
 Coffee Packer
 lyn Coley Wynatt
 aret Cooper Williams
 erine Cunningham Richards
 Cureton Prowell
 Frances Estes
 beth Forman
 From Poliakoff
 inia Gaines Ragland
 n Handie Morse
 y Henderson Hill
 ces James Donohue
 s Jamison McKoy

Ethelyn Johnson Roberts
 Augusta King Brumby
 Carrie Latimer Duvall
 Carra Lawrence
 Kathryn Leipold Johnson
 Gertrude Lozier Hutchinson
 Dorothy Lyons Johnson
 Alice McCallie Pressly
 Sue McClure Parker
 Frances McCully
 Sarah Frances McDonald
 Dean McKoin Bushong
 Sally McRee Maxwell
 Frances Miller Felts
 Rosa Miller Barnes
 Sarah Nichols Judge
 Myra O'Neal Enloe
 Mary Richardson Gauthier
 Gregory Rowlett Weidman
 Lavinia Scott St. Clair
 Sarah Spencer Gramling
 Adelaide Stevens Ware
 Mary Margaret Stowe Hunter
 Eugenia Symms
 Miriam Talmage Vann
 Marie Townsend
 Sarah Traynham
 Mary Vines Wright
 Mary Walker Fox
 Lilly Weeks McLean
 Carolyn White Burrill
 Nell White Larsen
 Rebecca Whitley Nunan
 Virginia Williams Goodwin
 Sara Catherine Wood Marshall
 Mary Beasley White
 Jane Blair Roberson
 Ida Buist Rigby
 Sarah Burnette Thomason
 Carolyn Clements Logue
 Emily Dodge
 Martha Edmonds Allen
 Florrie Erb Bruton
 Marjorie Hollingsworth
 Marilyn Morrow
 Sadie Morrow Hughes
 Adeline Rountree Turman
 Mary Alice Shelton Felt
 Helen Tucker Thompson
 71 givers; \$1875.50

1937

Eloisa Alexander LeConte
 Lucile Barnett Mirman
 Edith Belser Wearn
 Louise Brown Smith
 Lucille Cairns George
 Ann Cox Williams
 Kathleen Daniel Spicer
 Lucile Dennison Keenan
 Jane Estes
 Michelle Furlow Oliver
 Annie Laura Galloway Phillips
 Mary Gillespie Thompson
 Fannie B. Harris Jones
 Ruth Hunt Little
 Barton Jackson Cathey

Dorothy Jester
 Kitty Jones Malone
 Molly Jones Monroe
 Rachel Kennedy Lowthian
 Mary King
 Mary Kneale Avrett
 Florence Lasseter Rambo
 Florence Little
 Vivienne Long McCain
 Mary Malone Martin
 Mary Catherine Matthews Starr
 Kay Maxwell
 Isabel McCain Brown
 Frances McDonald Moore
 Enid Middleton Howard
 Ora Muse
 Mary Alice Newton Bishop
 Ellen O'Donnell Gartner
 Kathryn Printup Mitchell
 Marie Stalker Smith
 Frances Steele Gordy
 Laura Steele
 Martha Summers Lamberson
 Alice Taylor Wilcox
 Mary Jane Tigert Thompson
 Mildred Tilly
 Eula Turner Kuchler
 Margaret Watson
 Jessie Williams Howell
 Betty Willis Whitehead
 Mary Willis Smith
 Frances Wilson Hurst
 Frances Balkcom
 Millicent Caldwell Jones
 Meredith Crickmer Carter
 Barbara Hertwig Meschter
 Elizabeth Moore Weaver
 Elizabeth Perrin Powell
 * Helen Ramsey
 Vivienne Trice Ansley
 Chrysanthy Tuntas Demetry
 56 givers; \$1338.00
 * Deceased; given by mother.

1938

Jean Adams Weersing
 Jean Austin Meacham
 Josephine Bertolli Abbissinio
 Tommy Ruth Blakmon Waldo
 Elizabeth Blackshear Flinn
 Elsie Blackstone Veatch
 Katherine Brittingham Hunter
 Martha Peek Brown Miller
 Susan Bryan Cooke
 Frances Castleberry
 Myrl Chafin Hansard
 Jean Chalmers Smith
 * Laura Coit Jones
 Mildred Davis Adams
 Goudyloch Erwin Dyer
 Mary Lillian Fairly Hupper
 Mary Elizabeth Galloway Blount
 Jane Guthrie Rhodes
 Carol Hale Holibaugh
 Ann Worthy Johnson
 Winifred Kellersberger Vass
 Ola Kelly Ausley

Mary Anne Kernan
 Eliza King Paschall
 Margaret Lipscomb Martin
 Jeanne Matthews Darlington
 Elizabeth McCord Lawler
 Lettie McKay Van Landingham
 Nancy Moorer Cantey
 Margaret Morrison Blumberg
 Primrose Noble Phelps
 Kathryn Peacock Springer
 Marjorie Rainey Lindsey
 Joyce Roper McKey
 Mary Smith Bryan
 Virginia Suttentfield
 Grace Tazewell Flowers
 Julia Telford
 Anne Thompson Rose
 Doris Tucker
 Jane Turner Smith
 Elizabeth Warden Marshall
 Virginia Watson Logan
 Mary Belle Weir Norris
 Zoe Wells Lambert
 Elsie West Meehan
 Lydia Whitner Black
 Louise Young Garrett
 Martha Agee Hedges
 Lillian Croft
 Norma Faurot Oakes
 Kathryn Fitzpatrick O'Callaghan
 Annie Hastie McInnis
 Kennon Henderson Patton
 Lily Hoffman Ford
 Betty Mathis
 Ellen McCallie Cochrane
 57 givers; \$1841.00
 * deceased

1939

Alice Adams
 Mary Allen Reding
 Jean Bailey Owen
 Henrietta Blackwell Ketcham
 Alice Caldwell Melton
 Catherine Caldwell Wallace
 Rachel Campbell Gibson
 Caroline Carmichael Wheeler
 Lelia Carson Watlington
 Alice Cheeseman
 Virginia Cofer Avery
 Sarah Joyce Cunningham Carpenter
 Jane Dryfoos Bijur
 Catherine Farrar Davis
 Mary Virginia Farrar Shearouse
 Susan Goodwyn Garner
 Dorothy Graham Gilmer
 Mary Frances Guthrie Brooks
 Eleanor Hall
 Jane Moore Hamilton Ray
 Mary Hollingsworth Hatfield
 Cora Kay Hutchins Blackwelder
 Phyllis Johnson O'Neal
 Elizabeth Kenney Knight
 Helen Kirkpatrick Carmack
 Eunice Knox Williams
 Virginia Kyle Dean
 Helen Lichten Solomonson
 Douglas Lyle Rowlett

Emily MacMorland Midkiff
 Martha Marshall Dykes
 Emma McMullen Doom
 Mary Wells McNeill
 Marie Merritt Rollins
 Helen Moses Regenstien
 Mary Moss Sinback
 Amelia Nickels Calhoun
 Lou Pate
 Julia Porter Scurry
 Betty Price Medaglia
 Mamie Lee Ratliff Finger
 Jeanne Redwine Hunter
 Hayden Sanford Sams
 Aileen Shortley Whipple
 Alice Anna Sill
 Penny Simonton Boothe
 Mary Frances Thompson
 Virginia Tumlin Guffin
 Elinor Tyler Richardson
 Florence Wade Crenshaw
 Ann Watkins Ansley
 Cary Wheeler Bowers
 Mary Ellen Whetsell Timmons
 Dixie Woodford Scantling
 Caroline Armistead Martin
 Ethelyn Boswell Purdie
 Mildred Brown Claiborne
 Jane Carithers Wellington
 Margaret Edmunds
 Ruth Hertska
 Josephine Larkins
 Rebecca Love Kidd
 Margaret Pleasants Jones
 Sara Beaty Sloan Shoonmaker
 Ruth Tate Booser
 Cornelia Whitner Campbell
 66 givers; \$1657.00

1940

Frances Abbot Burns
 Betty Alderman Vinson
 Grace Elizabeth Anderson Cooper
 Evelyn Baty Landis
 Anna Margaret Bond Brannon
 Eugenia Bridges Trawicky
 Barbara Brown Fugate
 Jeanette Carroll Smith
 Helen Carson
 Ernestine Cass McGee
 Mary Elizabeth Chalmers Orsborn
 Elizabeth Davis Moore
 Lillie Belle Drake
 Grace Duggan Jordan
 Anne Enloe
 Carolyn Forman
 Mary Evelyn Francis Ault
 Marian Franklin Anderson
 Mary Lang Gill Olson
 Florence Graham
 Sam Olive Griffin McGinnis
 Wilma Griffith Clapp
 Polly Heaslett Badger
 Margaret Hopkins Martin
 Gary Horne Petrey
 Louise Hughston Sievers
 Georgia Hunt

Eleanor Hutchens
 Kathleen Jones Durden
 Lenora Jones Griffin
 Mildred Joseph Colyer
 Caroline Lee Mackay
 Sara Lee Mattingly
 Eloise Lennard Smith
 Sally Matthews Bixler
 Eloise McCall Guyton
 Virginia McWhorter Freeman
 Mary Frances Moore Culpepper
 Julia Moseley
 Jane Moses Ranwez
 Nell Moss Roberts
 Barbara Murlin Pendleton
 Betty Jean O'Brien Jackson
 Esthere Ogden Blakeslee
 Beth Paris Moremen
 Katherine Patton Carrow
 Nell Pinner Sannella
 Margaret Ratchford
 Mary Reins Burge
 Isabella Robertson White
 Ruth Slack Roach
 Hazel Solomon Beazley
 Edith Stover McFee
 Louise Sullivan Fry
 Mary McC. Templeton
 Emilie Thomas Gibson
 Henrietta Thompson Wilkinson
 Emily Underwood Gault
 Grace Ward Anderson
 Violet Jane Watkins
 Eloise Weeks Gibson
 Frances Woodall Shank
 Josephine Allen Winston
 Margaret Barnes
 Mary Kate Burruss Proctor
 Eva Copeland
 Margaret Currie Ellwood
 Nell Echols Burks
 Martha Fite Wink
 Betty Ann Hubbard Courtney
 Irene Phillips Richardson
 Myrtis Trimble Stout
 72 givers; \$1867.50

1941

Ruth Allgood Camp
 Frances Alston Lewis
 Stuart Arbuckle Osteen
 Elizabeth Barrett Alldredge
 Rowena Barringer Stubbs
 Miriam Bedinger Williamson
 Martha Boone Shaver
 June Boykin Tindall
 Frances Breg Marsden
 Sabine Brumby
 Gladys Burks Bielaski
 Harriette Cochran
 Virginia Collier Dennis
 Freda Copeland Hoffman
 Virginia Corr White
 Jean Dennison Brooks
 Martha Dunn Kerby
 Florence Ellis Gifford

Margaret Falkenburg Myers
 Louise Franklin Livingston
 Caroline Gray Truslow
 Florrie Guy Funk
 Ann Henry
 Elizabeth Irby Milam
 Aileen Kasper Borriish
 Elizabeth Kendrick Woolford
 Helen Klugh McRae
 Betty Kyle Langenwaller
 Julia Lancaster
 Marcia Mansfield Fox
 Anne Martin
 Margaret McGarity Green
 Martha Moody Laseter
 Louise Musser Kell
 Valgerda Nielsen Dent
 Mollie Oliver
 Pattie Patterson Johnson
 Marion Phillips Comento
 Marion Phillips Richards
 Sue Phillips Morgan
 Elta Robinson Posey
 Louise Sams Hardy
 Lillian Schwencke Cook
 Susan Self Teat
 Gene Slack Morse
 Nina May Sneed deMontmollin
 Elizabeth Stevenson
 Carolyn Strozier
 Ellen Stuart Patton
 Elaine Stubbs Mitchell
 Tommay Turner Peacock
 Ida Jane Vaughan Price
 Betty Waitt White
 Grace Walker Winn
 Mary Madison Wisdom
 Anita Woolfolk Cleveland
 Ruth Ashburn Kline
 Dorothy Debele Purvis
 Ruby Evans Andrews
 Nancy Gribble Nelson
 Edith Henegar Bronson
 Sara Lee Jackson
 Margaret Lentz Slicer
 Nellie Richardson Dyal
 Freck Sproles
 65 givers; \$1251.00

1942

Rebekah Andrews McNeill
 Martha Arant Allgood
 Jean Beutell Abrams
 Betty Ann Brooks
 Martie Buffalow Rust
 Frances Butt Singer
 Anne Chambless Bateman
 Sylvia Cohn Levy
 Sarah Copeland Little
 Dorothy Cremin Read
 Gay Currie
 Billie Davis Nelson
 Martha Dillard Anderson
 Dale Drennan Hicks
 Susan Dyer Oliver
 Mary Lightfoot Elcan Nichols
 Frances Ellis Green
 Mary Ann Faw

Polly Frink Bunnell
 Ann Gellerstedt Turlington
 Lillian Gish Alfriend
 Margery Gray Wheeler
 Kathryn Greene Gunter
 Lillian Gudenrath Massey
 Virginia Hale Murray
 Julia Harry Bennett
 Margaret Hartsook Emmon
 Doris Henson Vaughn
 Neva Jackson Webb
 Jeanne Lee Butt
 Ila Belle Levie Bagwell
 Caroline Long Armstrong
 Mary Dean Lott Lee
 Mary McQuown Wynn
 Susanna McWhorter Reckard
 Betty Medlock
 Virginia Montgomery
 Dorothy Nabers Allen
 Elise Nance Bridges
 Mary Louise Palmour Barbo
 Julia Ann Patch Drummond
 Louise Pruitt Jones
 Claire Purell Smith
 Pat Reasoner Anson
 Mary Elizabeth Robertson P
 Elizabeth Russell Stelling
 Margaret Sheftall Chester
 Elise Smith Bischoff
 Margaret Smith Wagnon
 Jackie Stearns
 Jane Stillwell Espy
 Betty Sunderland Bent
 Jane Taylor White
 Frances Tucker Owen
 Dorothy Webster Woodruff
 Myree Wells Maas
 Annie Wilds McLeod
 Ailene Barron Penick
 Jane Coughlan Huff
 Betty Nash Story
 Elizabeth Redmond Wood
 Theodosia Ripley Landis
 Evelyn Saye Williams
 Myrtle Seckinger
 Ruth Smith Wilson
 Eleanor Stockdale Pratt
 Nancy Wimpfeimer Wolff
 67 givers; \$1317.50

1943

Emily Anderson Hightower
 Mary Anne Atkins Paschal
 Mamie Sue Barker Woolf
 Betty Bates
 Betty Brougher Campbell
 Flora Campbell McLain
 Hester Chafin
 Alice Clements Shinall
 Maryann Cochran Abbott
 Joella Craig Good
 Laura Cumming Northey
 Martha Dale Moses
 Jane Dinsmore Adair
 Margaret Downie Hutching

DuBoise Skiles
 Flowers Price
 Frierson Smoak
 Fry Green
 Gauthrie
 Hale Lawton
 Heth Hartford
 Henderson Cameron
 Hillsman Knight
 Hirsch Rosengarten
 Hylton Addison
 Holsenbeck Moore
 Hopper Brown
 Kaiser
 Kuniansky Willner
 Lancaster Codington
 Lehey Wilder
 Lineback von Arx
 Lucas Harrington
 Paisley Boyd
 Perry Braun
 Radford Mauldin
 Rosser Davis
 Rountree Couch
 Scott Wilkinson
 Shaw Allred
 Smith Roberts
 Spurluck Wilkins
 Stokes Barnes
 Stowe Query
 Ward Danielson
 Weismann Zeidman
 Wilber Gerland
 Wright Phillips
 Branch Black Hansell
 Blakemore Johnston
 Fellenz Affeldt
 Gately Ibach
 Gwin Stipe
 Moore Bohannon
 Sheppard Lennon
 Steadman McMurphy
 Tucker
 Wolford
 72 givers; \$1279.00

Arnold
 Bedinger Baldwin
 Bennett Kelly
 Bernabe Montalegre
 Bowman
 Breedin Griffith
 Burruss Tucker
 Calhoun Davis
 Carr Townsend
 Clarkson Rogers
 Connally Rogers
 Daniel Payne
 Jane Daniels
 Dickson Drury
 Douglas
 Dozier Pallotta
 Louise Duffee Philips
 Edwards Wilson
 Evans
 Farrior

Sara Florence
 Pauline Garvin Keen
 Bunny Gray Click
 Olive Hansen Brooks
 Zena Harris Temkin
 Elizabeth Harvard Dowda
 Julia Harvard Warnock
 Kathryn Hill Whitfield
 Madeline Hosmer Brenner
 Miriam House Kirkland
 Adelaide Humphreys
 Ann Jacob
 Catherine Kollock Thoroman
 Ruth Kolthoff Kirkman
 Harriett Kuniński Ross
 June Lanier Beckman
 Martha Ray Lasseiter Storey
 Lois Martin Busby
 Mary Maxwell Hutcheson
 Quincy Mills Jones
 Aurie Montgomery Miller
 Marjorie Patterson Graybeal
 Katherine Phillips Long
 Bobbie Powell Flowers
 Anne Sale
 Betty Pope Scott Noble
 Marjorie Smith Stephens
 Anna Sullivan Huffmaster
 Robin Taylor Horneffer
 Katherine Thompson Mangum
 Elise Tughman
 Marjorie Tippins Johnson
 Martha Marie Trimble Wapensky
 Betty Vecsey
 Billy Walker Schellack
 Miriam Walker
 Anne Ward
 Jeanne White
 Smiley William Stoffel
 Squee Woolford
 Jo Young Sullivan
 Betty Bacon Skinner
 Mary Ann Barfield Bloodworth
 Virginia Barr McFarland
 Eloise Brawley
 Ann Bumstead Phillips
 Evelyn Cheek Stevenson
 Imogene Gower
 Martha Liddell Donald
 Laverne Sturmer Paxton
 Kay Wilkinson Orr
 Elisabeth Williams
 72 givers; \$1419.00

1945

Ruth Anderson Stall
 Bettye Ashcraft Senter
 Mary Barbara Azar
 Anabel Bleckley Bickford
 Virginia Bowie
 Louise Cantrell
 Elizabeth Carpenter Bardin
 Virginia Carter Caldwell
 Hansell Cousar Palme
 Mary Cumming Fitzhugh
 Margaret Dale Smith

Beth Daniel
 Cordelia DeVane Rush
 Katherine Anne Edelblut Rox
 Anne Equen Ballard
 Pauline Ertz Wechsler
 Penny Espey
 Jane Everett Knox
 Lib Farmer Brown
 Joyce Freeman Marting
 Barbara Frink Allen
 Carolyn Fuller Hill
 Betty Glenn Stow
 Martha Jean Gower Woolsey
 Ruth Gray Walker
 Elizabeth Gribble Cook
 Florence Harrison North
 Emily Higgins Bradley
 Jean Hood Booth
 Dorothy Hunter
 Mary Alice Hunter Ratliff
 Dottie Kahn Prunhuber
 Kittie Kay Pelham
 Frances King Mann
 Susan Kirtley White
 Jane Kreiling Mell
 Elaine Kuniński Gutstadt
 Mary Louise Law
 Marion Leathers Daniels
 Eloise Lyndon Rudy
 Margaret Mace Hannah
 Martha Jane Mack Simons
 Bettie Manning
 Sylvia McConnell Carter
 Jean McCurry Wood
 Montene Melson Mason
 Molly Milam
 Sue Mitchell
 Scott Newell Newton
 Mary Neely Norris King
 Beth Park
 Martha Patterson
 Inge Probststein
 Jeanne Robinson
 Ceevah Rosenthal
 Bess Sheppard Poole
 Julia Slack Hunter
 Joan Stevenson Wing
 Ann Strickland
 Frances Stukes Skardon
 Lois Sullivan Kay
 Mary Turner Buchanan
 Ann Webb Elisberg
 Dot Lee Webb McKee
 Kate Webb Clary
 Wendy Whittle Hoge
 Frances Wooddall
 Marian Barr Hanner
 Betty Campell Wiggins
 Ruth Doggett
 Betty Franks
 Edith Gould
 Beverly King Pollock
 Juanita Lanier Porter
 Alice Mann
 Rounelle Martin
 Earline Milstead
 Nancy Moses McCullough
 Isabel Rogers

Margaret Shepherd Yates
 Emily Singletary
 Agnes Waters Scofield
 82 givers; \$1462.00

1946

Jeanne Addison Masengill
 Vicky Alexander
 Mary Lillian Allen Wilkes
 Margaret Bear Moore
 Jane Bowman
 Emily Ann Bradford Batts
 Kathryn Burnett Gatewood
 Mary Cargill
 Jean Chewing Lewis
 Mary Ann Courtenay
 Edwina Davis
 Eleanor Davis Scott
 Pattie Dean
 Dot DeVane Redfearn
 Mary Duckworth Gellerstedt
 Mary Mell Fleming
 Conradine Fraser Riddle
 Jean Fuller Hall
 Gloria Gaines Klugh
 Louise Gardner Mallory
 Joyce Gilleland Dickinson
 Alice Gordon Pender
 Shirley Graves Cochran
 Jeanne Hale Shepherd
 Nancy Hardy
 Ellen Hayes
 Elizabeth Horn
 Betty Howell
 Anne Hoyt Jolley
 Louise Isaacson Bernard
 Lura Johnston Watkins
 Eugenia Jones Howard
 Marjorie Karlson
 Barbara Kincaid Trimble
 Anne Lee McRae
 Stratton Lee
 Ruth Limbert
 Betty Long Sale
 Mildred McCain Kinnaird
 Mary McConkey
 Margaret Mizell Dean
 Anne Murrell Courtney
 Marjorie Naab Bolen
 Jane Anne Newton Marquess
 Anne Noell Fowler
 Elizabeth Osborne Rollins
 Mary Partee
 Betty Patrick Merritt
 Peg Perez Westall
 Martha Polk Rogers
 Celetta Powell Jones
 Harding Ragland Sadler
 Anne Register
 Louise Reid
 Eleanor Reynolds
 Mary Russell Mitchell
 Ruth Ryner Lay
 Mary Jane Schumacher
 Ruth Simpson
 Bettye Smith
 Jane Smith

Dorothy Spragens Trice
 Sally Sue Stephenson Marshall
 Jean Stewart
 Helga Stixrud
 Minnewil Story McNeal
 Martha Sunkes Thomas
 Marguerite Toole
 Peggy Trice Hall
 Lucy Turner Knight
 Maud Van Dyke Jennings
 Mary Catherine Vinsant Grymes
 Rite Watson Jones
 Verna Weems Macbeth
 Betty Weinschenk
 Winifred Wilkinson
 Eva Williams Jemison
 Peggy Willmon Robinson
 LaNelle Wright Humphries
 Carolyn Hall Medley
 Betty Jane Hancock Moore
 Margaret Henegar
 Carolyn Lewis Hodges
 Grace Love
 Gilmore Noble Dye
 Jean Rooney
 Carolyn Ryle Arnold
 Ruth Setel Brock
 Jacqueline Sterchi Hall
 Martha Stevenson Fabian
 Rosanne Wilce Pearcy
 91 givers; \$1468.50

1947

Marie Adams Conyers
 Louisa Aichel McIntosh
 Mary Frances Anderson
 Betty Andrews Lee
 Isabel Asbury
 Virginia Barksdale
 Glassell Beale Smalley
 Alice Beardsley
 Marie Beeson
 Dale Bennett Pedrick
 Joanne Benton Shepherd
 Margaret Bond
 Marguerite Born Hornsby
 Eleanor Calley Story
 Jane Cooke
 Betty Crabill Rogers
 Helen Currie
 Virginia Dickson
 Anna George Dobbins
 Dorothy Dunstan Brown
 Anne Eidson Owen
 Kate Ellis
 Ruth Ellis
 Jean Estes Broyles
 Nelson Fisher
 Frances Ford Smith
 Mary Jane Fuller Floyd
 Dorothy Galloway
 Ruth Glindmeyer Moorman
 Anne Hagerty Estes
 Agnes Harnsberger
 Lilaine Harris Kinnaird
 Mary Emily Harris
 Genet Heery Barron
 Charlotte Hevener

Peggy Pat Horne
 Louise Hoyt Minor
 Sue Hutchens Henson
 Anne Jackson
 Marianne Jeffries Williams
 Kathryn Johnson
 Rosemary Jones Cox
 Margaret Kelly Wells
 Margaret Kinard
 Doris Kissling
 Marion Knight Watkins
 Lidle Lee
 Janet Liddell Phillippi
 Mary Brown Mahon Ellis
 Marguerite Mattison Rice
 Gloria McKee
 Margaret McManus Landham
 Jane Meadows Oliver
 Edith Merrin Simmons
 Alice Newman Johnson
 Virginia Owens Mitchell
 Florence Paisley
 Angela Pardington
 Bet Patterson King
 Sophia Pedakis Papador
 Helen Pope
 Betty Jean Radford Moeller
 Jean Rentz
 Doris Riddick
 Ellen Rosenblatt Caswell
 Lorena Ross
 Betty Routsos
 Nellie Scott
 Nancy Shelton Parrott
 Frances Sholes Higgins
 Barbara Smith Hull
 Barbara Sproesser
 Caroline Squires Rankin
 Carroll Taylor Parker
 June Thomason Lindgren
 Betty Turner Marrow
 May Turner
 Dorothy Wadlington Singleton
 Beth Walton Callaway
 Jean Williams
 Mary Walker Williams
 Barbara Wilson Montague
 Laura Winchester
 Christina Yates
 Betty Zeigler de la Mater
 Margaret Cochran Stewart
 Peggy Gregg Scott
 Mary Jane Love
 Ann Martin
 Ethel Ragan
 Anne Herndon Rogers
 91 givers; \$2144.00

1948

Dabney Adams
 Jane Alsbrook
 Ginny Andrews
 Rose Ellen Armstrong
 Jane Barker Secord
 Ruth Bastin Slentz
 Martha Beacham Jackson
 Barbara Blair
 Elizabeth Blair Carter

Ruth Blair
 Lela Anne Brewer
 Betty Jean Brown Ray
 Flora Bryant
 Sally Bussey Capers
 Jane Campbell
 Julia Ann Coleman Parham
 Mary Alice Compton
 Martha Ann Cook
 Lulu Croft
 Claire Cunningham Schooley
 Susan Daugherty
 Alice Davidson
 Amelia Davis
 Nancy Deal Weaver
 Adele Dieckmann
 Betty Jo Doyle Fischer
 June Driskill
 Elizabeth Dunn
 Anne Elcan Mann
 Carol Eguen
 Anne Ezzard
 Edith Feagle Voigt
 Harriet Gregory
 Rose Mary Griffin Wilson
 Jane Hailey Boyd
 Mary Stuart Hatch
 Anne Henderson Love
 Virginia Henry
 Kathleen Hewson
 Caroline Hodges Roberts
 Nan Honour Watson
 Martha Humber
 June Irving
 Mary Elizabeth Jackson Etheridge
 Beth Jones Crabill
 Mildred Claire Jones Colvin
 Margie Klein Thomson
 Rebecca Lacy
 Marybeth Little
 Mary Sheely Little Schenk
 Roberta MacLagan Wingard
 Lady Major
 Mary Manly Rymann
 Lou McLaurin Stewart
 Mae Comer Osborne
 Jenn Payne Miller
 Susan Pope
 Evelyn Puckett Woodward
 Billie Mae Redd
 Harriet Reid
 Margaret Anne Richards Terry
 Ruth Richardson
 Anna Clark Rogers
 Jane Rushin Hungerford
 Teresa Rutland Sanders
 Zollie Saxon Johnson
 Rebekah Scott Bryan
 Anne Shepherd McKee
 Mary Gene Sims Dykes
 June Smith Athey
 Dorothy Stewart Gilliam
 Jackie Stewart
 Anne Treadwell
 Virginia Tucker Hill
 Pagie Violette
 Lida Walker Askew
 Barbara Waugaman
 Sara Catherine Wilkinson
 Tattie Mae Williams
 Suzanne Willson
 Emily Wright Cumming
 Margaret Yancey

Marian Yancey
 Jane Baggs
 Betty Bateman
 Dorothy Ann Chapman Seaton
 Nancy Haislip Cammack
 Minnie Hamilton Mallinson
 Ann McCurdy Hughes
 Vannesse Orr Rowe
 Ann Patterson Puckett
 Barbara Whipple
 Pat Willmon Thomas
 93 givers; \$1673.00

1949 NON-GRADUATES

Gene Akin Martin
 Beverly Baldwin Albea
 Alice Jean Caswell Wilkins
 Eleanor Compton
 Louise Gehrken
 Caroline Little
 Betsey Marsh
 Josephine Snow
 Betty Ann Whitaker Kelly
 Jeannette Willcoxson
 10 givers; \$108.00
 Members of the graduating
 of 1949 contributed 100% of
 their Senior year.

1950 NON-GRADUATES

Carolyn Goodman
 Gloria Konemann
 Mary Jane Perry Green
 Mary Roberts Davis
 Faye Tynes
 Mary Anne Wagstaff Richards
 Leila Walker
 7 givers; \$68.00

SPECIALS

Martha Bishop
 Joan Bright Aycock
 Jeanne Countryman
 Eva Finklestein Silver
 Lila Longley Hicks
 Carrie Sinclair
 Ann Stansbury MacKenzie
 7 givers; \$154.00

ALUMNAE CLUBS

Chattanooga Club
 Chicago Club
 Decatur Club
 Hampton-Newport News Club
 Richmond Club
 Tallahassee Club
 \$185.93

OTHER FRIENDS

Anonymous
 Mr. and Mrs. Clifford Anderson
 James L. Bible
 Mary G. Bright
 Mrs. Elijah A. Brown
 Mrs. J. Bulow Campbell
 Annemarie Eaton
 Eula Jarnagin
 Mrs. W. J. Powell
 Mrs. Mary V. Toby
 \$241.00

Totals:

2230 givers
\$272,788.43

Class Campaign Records

Class	Total Living Graduates	Total Contributing	Graduates Contributing	% Graduates Contributing	Amount
Inst.	48	136	29	60 %	\$191,504.50
Acad.		35			676.00
1906	5	4	3	60 %	1,182.00
1907	4	6	4	100 %	157.00
1908	6	5	2	33.3 %	190.00
1909	10	12	5	50 %	1,694.50
1910	13	21	10	76.9 %	1,264.00
1911	12	18	8	66.7 %	1,742.00
1912	12	16	12	100 %	1,684.00
1913	14	16	11	78.6 %	637.00
1914	22	19	14	63.6 %	378.00
1915	22	18	12	54.5 %	3,609.00
1916	30	31	17	56.6 %	922.00
1917	36	44	28	77.7 %	3,461.00
1918	30	30	21	70 %	2,682.00
1919	35	30	21	60 %	2,844.00
1920	41	31	23	56.1 %	1,231.50
1921	55	44	29	52.7 %	1,688.50
1922	58	54	39	67.1 %	1,704.00
1923	61	56	39	63.9 %	2,980.00
1924	56	44	33	58.9 %	2,021.00
1925	75	47	36	48 %	1,265.00
1926	74	45	38	51.4 %	1,471.00
1927	102	52	47	46.1 %	2,075.50
1928	100	51	45	45 %	2,719.00
1929	94	71	55	58.5 %	4,884.00
1930	93	69	61	65.6 %	2,050.50
1931	75	50	46	61.3 %	1,601.00
1932	83	43	39	47 %	3,310.00
1933	97	53	49	50.5 %	4,227.50
1934	86	49	41	47.7 %	1,904.00
1935	86	49	45	52.3 %	1,679.00
1936	103	71	57	55.3 %	1,875.50
1937	85	56	47	55.3 %	1,338.00
1938	84	57	48	57.1 %	1,841.00
1939	92	66	54	58.7 %	1,657.00
1940	97	72	62	63.9 %	1,867.50
1941	101	65	56	55.4 %	1,251.00
1942	93	67	57	61.3 %	1,317.50
1943	80	58	48	60 %	1,279.00
1944	94	72	61	64.8 %	1,419.00
1945	100	82	67	67 %	1,462.00
1946	124	91	79	63.7 %	1,468.50
1947	115	91	85	73.9 %	2,144.00
1948	114	93	83	72.8 %	1,673.00
ex-49		10			108.00
ex-50		7			68.00
Specials		7			154.00
Alumnae Clubs		6			185.93
Total alumna givers		2220			272,547.43
Other friends		10			241.00
TOTALS	2817	2230	1666	59.1 %	\$272,788.43

Class News

DEATHS

Institute

Florence Burgess Eckford died last June.

Academy

Alma Poole Arnall died in Atlanta January 30.

1919

Marjorie McAlpine Moore and Lillian McAlpine Butner '24 recently lost their father, a long-time missionary to China.

1924

Beulah Davidson Parsons died February 5, after an extended illness. Rev. E. P. Kendall, husband of Nell Pattillo Kendall '35, officiated at the services.

1934

Felice Williams died March 1 at the home of her brother in Salisbury, Md.

1941

Dorothy Peteet Mitchell's father died February 1 in Atlanta.

1946

Harding Ragland Sadler and Liz Ragland, ex-'51, lost their father in February.

HELON BROWN WILLIAMS



The Williams family in 1946, nine months before Helon's death. Junie and Quendie are sitting between their parents. Brownie and Bish standing. (Actual names: June Hoes, Ann Quendrid, Mary Brown, and Ebissa Grainger II.)

As the twenty-first reunion of the Class of 1929 draws near, we pause in memory of our classmate, Helon Brown Williams, president of her alumnae class until her death on June 20, 1947.

Helon's passing was one of those sudden events which, inexplicably, often take away one whose talents can least be spared. Rarely are so many qualities of excellence combined in one person. Beauty and goodness she wore like a mantle for all newcomers to see. Longer acquaintance revealed a gaiety, an evenness of temper, a graciousness, and withal a humility that were the measure of her fineness. Add to these qualities leadership, and there is drawn a picture of one who was an exemplification of the Agnes Scott ideal of educated, Christian womanhood.

Helon walked at the head of her graduation procession the tallest girl in '29, its president, and as wearer of the Hopkins Jewell its foremost member. As Agnes Scott loved her, so she gave the College her unflagging loyalty and devotion as student and alumna.

Married January 1, 1930, to William H. Williams, she became the mother of four children, the eldest of whom expects to enter Agnes Scott this fall. Adherence to the ideals of service which marked her undergraduate life continued into her post-college activities as wife, mother, and citizen. Church, YWCA, PTA, and Girl Scouts all claimed her interest.

Helon's unique attribute, I think, was her ability to find the common denominator between herself and all whose lives she entered, even casually. She never lost the common touch,

though her walk in life led often among high places. Her husband epitomizes this quality in a recent letter: "Helon loved people and they loved her. Her ability to see the worthwhileness in a person and ignore the rest was unique. She had a sixth sense about the inherent character of people that neither possession nor lack of money or position could cover up. She had friends among the simple and the fancy folk, the rich, the poor, the business and social leaders, and those without prestige or influence." This, too, was the girl we remember from 1925-29.

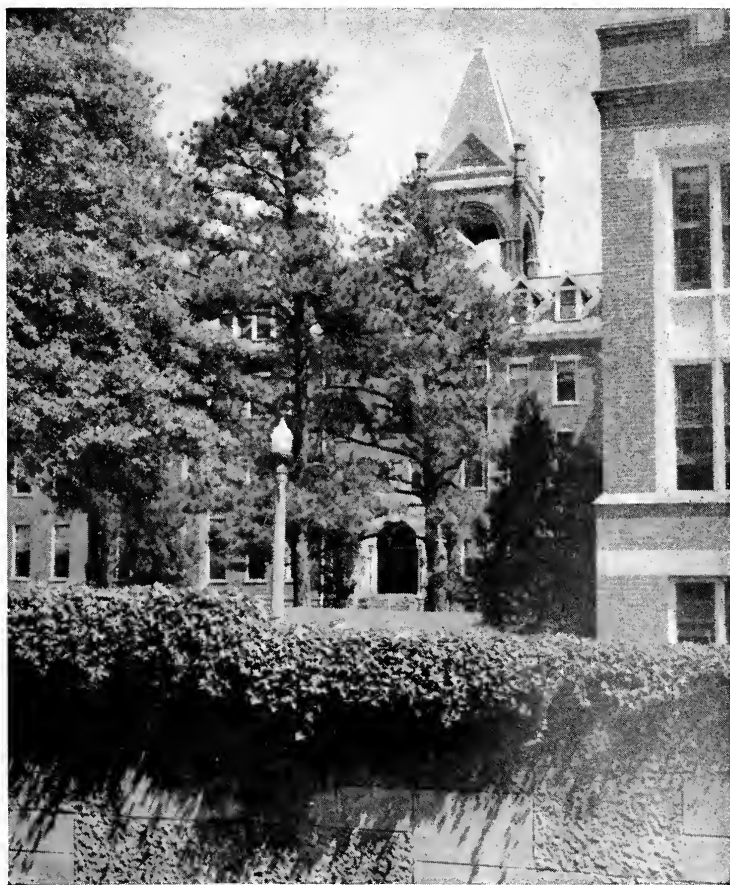
In the remembering, twenty-one years afterward, we are grateful that she was with us for four years, and that for eighteen years more her loveliness and strength made their imprint on her world.

HELEN RIDLEY HARTLEY '29

Miss Edna Ruth Hanley

AGNES SCOTT

Alumnae Quarterly



SUMMER 1950

The Alumnae Association of Agnes Scott College

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KENNETH MANER POWELL '27
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DOROTHY HOLLORAN ADDISON '43
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SARA CARTER MASSEE '29
Special Events

Member American Alumni Council

The Agnes Scott Alumnae Quarterly is published four times a year (November, February, April and July) by the Alumnae Association of Agnes Scott College at Decatur, Georgia. Contributors to the Alumnae Fund receive the magazine. Yearly subscription, \$2.00. Single copy, 50 cents. Entered as second-class matter at the Post Office of Decatur, Georgia, under Act of August 24, 1912.

The
AGNES SCOTT
Alumnae Quarterly

Agnes Scott College, Decatur, Georgia

Volume 28, Number 4

Summer, 1950

THE ALUMNAE FUND	2
<i>Betty Medlock</i>	
STORING THE WELL, AND THE OPEN MIND	3
<i>Mary Stuart MacDougall</i>	
RECOMMENDED READING	6
<i>Education Committee</i>	
EIGHTY-FIVE YEARS OF MUSIC	7
<i>Jeanne Osborne Gibbs</i>	
FACULTY AND STAFF	9
THE ASSOCIATION	12
CLASS NEWS	16
ALUMNAE CLUB DIRECTORY	<i>Inside Back Cover</i>

ELEANOR N. HUTCHENS '40 EDITOR

The Alumnae Fund

is being revived this year to a limited extent, after its suspension for the Campaign period.

Alumnae who have received The Quarterly and other membership prerequisites for one year or more since giving to the Campaign, and whose gifts to the Campaign were \$5.00 or less, have received by mail a request that they contribute to the 1950-51 Fund. The Finance Committee of the Association hopes that these Campaign givers will understand the necessity of making a further contribution to meet the expense of their continuance as active members. (It now costs the Association \$5.00 a year to serve each active member.)

Alumnae who did not contribute to the Campaign also have been invited to join the Association by making a gift to the Fund.

Campaign contributors who gave more than \$5.00 or who have not had the privileges of active membership for a full year since contributing will be continued in active membership for 1950-51. If any of these alumnae, however, feel that they would like to send an additional gift now, it will be gratefully received. The College is giving partial support to the Association for the coming year in order that alumnae who gave sacrificially to the Campaign need not be asked to give again so soon. Thus all contributions to the Alumnae Fund this year will aid the College directly by reducing the support necessary.

We have done our best to work out an equitable plan for this transition period between the end of the Campaign and the full resumption of the Alumnae Fund. If this statement fails to make the plan clear, or if there are any questions about the details of Association finances, we shall be glad to answer letters of inquiry. Part of our job as volunteer elected representatives is to acquaint all alumnae with the financial status and procedures of their Association.

THE FINANCE COMMITTEE

Betty Medlock '42, Chairman

This was the 1950 Phi Beta Kappa address at Agnes Scott, delivered in chapel on the day eight seniors were named to membership in the society.

Storing the Well, and the Open Mind

By **Mary Stuart MacDougall**
Professor of Biology

For the short time at my disposal this morning, I have chosen a double subject. "Storing the Well and the Open Mind." On occasions like this the speaker is often said to use the thoughts of others, or to work over the ideas of others, or to utter platitudes. In spite of this, however, I shall use, without apology, three quotations, two of them saying what I most sincerely believe, and a third with which I disagree just as sincerely.

I chose this subject because it is becoming increasingly clear that, although the kind of education women ought to have has always been under fire, recently much pressure has been brought to bear upon the administrators in liberal arts colleges for women that a change be made in the curriculum, and this pressure comes, in some cases at least, from alumnae. They have questioned the necessity for taking this or that subject, or really delving below the surface in a special field, and even in our present student body are individuals who have a contempt for learning facts (I ought to know!)

And so I come to my first quotation, the longest of the three, but which states better than I possibly could, the necessity for storing the intellectual well: I refer to *The Road to Xanadu*, by John Livingston Lowes, a former professor of English at Harvard. This study of poetic creation shows with rare insight, I think, the subtle process of synthesis. The quotation reads:

"... For there enter into imaginative creation three factors that reciprocally interplay: the Well, and the Vision, and the Will. Without the Vision, the chaos of elements remains a chaos, and the Form sleeps forever in the vast chambers of unborn designs. Yet in *that* chaos only could creative Vision ever see *this* Form. Not without the cooperant Will, obedient to the Vision, may the pattern perceived in the huddle attain objective reality. Yet, manifold though the ways of

creative faculty may be, the upshot is one; from the empire of chaos a new tract of the cosmos has been retrieved; a nebula has been compacted — it may be! — into a star.

"... These factors of the creative process . . . are not the monopoly of poetry. Through their conjunction the imagination in the field of science, for example, is slowly drawing the immense confusion of phenomena within the unfolding conception of an ordered universe. And its operations are essentially the same. For years, through intense and unremitting observation, Darwin had been accumulating masses of facts which pointed to a momentous conclusion. But they pointed to a maze of baffling inconsistencies. Then all at once the flash of vision came . . . And then and only then, with infinite toil and exposition, was slowly framed from the obdurate facts the great statement of the theory of evolution. The leap of the imagination, in the garden at Woolthorpe on a day in 1665, from the fall of an apple, to an architectonic conception cosmic in its scope and grandeur is one of the dramatic moments in the history of human thought. But in that pregnant moment there flashed together the daring observations and conjectures of a long period of years; and upon the instant of illumination followed other years of rigorous and protracted labor, before the *Principia* appeared. Once more there was the long, slow storing of the Well; once more the flash of amazing vision through a fortuitous suggestion; once more the exacting task of translating vision into actuality . . ."

I have said before from this platform that one of the most satisfying experiences one can have is suddenly to grasp the meaning of what seemed until then unrelated facts. I think that you will agree that Prof. Lowes has given good reasons for the storing of the well as a means of being an intelligent and understanding person.

During the war, many scientific projects were set up to achieve certain goals. These required scientists working in groups. Some were successful; some were not. I think this statement by Prof. Lowes gives a real reason for the fact that the great fundamental discoveries will always be made by individuals with well stored minds. Groups will be able to accomplish great things but the basic discoveries must be made by a Newton, or a Darwin, people with well stored minds and imagination to seize upon an idea that might come from these facts.

What has all of this to do with the open mind? A great deal, I think. I spoke of the demand for changes in the curriculum of liberal arts colleges for women. The changes demanded, so far as I can discover, are to insure a more practical education. The aims stated are that women must be fitted for the lives that they will lead. I should like to examine this question to some extent.

Through the years I have read and listened to much nonsense about the education of women. A grain of truth is in some of these statements but the false ideas built upon it are, to my way of thinking, tragic.

Recently I was shocked to read a review of a book written by the president of one of our western colleges for women, *Educating Our Daughters*. I don't dare read the book because I am almost sure that I would feel an urge to write another book refuting some of the statements made in this one. Since no publisher is likely to be interested in the opinions of a biology professor on the education of women, I had better let it alone. But the quotations in the review are useful to me here. He says in part:

"Woman's lot these days is not a happy one, and her education is to blame. Her colleges, founded in the first blush of feminism, were modeled after men's, and the belief persisted that 'higher education' is something like spinach which can be absorbed without reference to the gender of the absorbent." He goes on to say that women have "clung to the biologically fantastic notion that to be different from men is to be inferior to them."

He admits that a new crisis comes when women reach 40 or 60 and their children are grown. His idea is that they then resort to "bridge, chatter, shopping expeditions, aimless clubs, and, in extreme cases, to alcohol, to gain an illusory sense of activity."

After remarking that coeducation is not even co, he states that colleges must give women a vision of the family and the reward it offers. It must teach

them to apply themselves when the family is grown, to extend their housekeeping beyond their homes — to their towns, states, and the nation. He agrees with the feminists that "women are people," yet he holds to the supplementary truth that people are "either men or women," and he says that "one of the first tasks of the women's colleges is to educate women to be proud of what they are."

Now, I am honestly trying to be objective about all of this, and I do not mean to be flippant, even though I am amused, when I say that it is no earth shaking discovery that the population of the earth is made up of men and women, a fact known to the most primitive savages. I say to you in all earnestness that if you wait until you are 40 or 50 years of age to "extend your housekeeping" as he puts it, it will be too late. The only way on earth to keep a mind young is through use. I am not a scoffer at the fundamental reasons that called forth Kaiser Wilhelm's old cliché as to the sphere of women — "*kuche, kinder, kirche*." It is right that women should be preeminent in these three departments, the kitchen, the children and the church, but, to my mind, there is a great deal more. I would not agree to the limitations that the Kaiser had in mind because to serve well in these things takes an understanding intelligence. I call your attention to the fact that the people who know all of the answers as to what a woman's education should include are stressing the practical pursuits of housekeeping, even though this is not always admitted. No one admires a well ordered home more than I do, and I know that skills not really needed formerly are necessary in these days of the high cost of labor. But I submit that it takes intelligence and understanding to run the kind of home that you are likely to help maintain. You should certainly be intelligent about the laws under which you live, the environment in which your children will be educated; in short, you should have the information that will help you to make a good citizen as well as a good homemaker. But there is even more. Recently I had occasion to look up the history of ancient man. One can trace the upward climb from Pithecanthropus, to Cro-Magnon, to Homo sapiens of today, and the steady rise of his culture from the use of a few tools in Paleolithic times to the complex cultures of today; but about the development of his higher nature, biology is silent. From burial customs, we know that the Neanderthals believed in life after death, but we know little more. And that is how I feel about the education of women. The demand, almost vociferous now, that women shall

be educated along one special line is, I sincerely believe, dangerous. *For about the development of that inner citadel, her own inner life*, the planners are silent. Yet not only her own happiness, but the happiness of all near to her, may be dependent upon the resources of the spirit she may have. For obvious reasons, building these resources, the right of every human being, are in some ways more important for women than for men. We are told by physicians that there is an increasing number of people, even those blessed with material things, who in middle life come to dead center. They have no resources to fall back upon after the children are gone.

Now I hope that those of you now engaged in the storing of the intellectual well will not be discouraged when I tell you that it is obvious that many people with diplomas are not educated. There are many college graduates who cannot entertain themselves and who cannot be alone. They spend much time in furious search of entertainment.

A side of education often talked about but little understood is the subjective personal enjoyment one should gain as new horizons appear.

The most interesting book that I have read this winter concerns the history of three remarkable women, the Peabody sisters of Boston. They were brought up in an intelligent atmosphere, and, although each of them lived a very different life, the intellectual habits formed in youth paid rich dividends in their later years. Elizabeth, the eldest, a close friend and associate of Emerson's, at 56 was instrumental in founding kindergartens all over the country. This was long after she had ceased to be an assistant in the school of Mr. Alcott, the father of "Little Women." At 90 she was still writing on many subjects and going strong.

Mary, who married Horace Mann, was his able assistant in all of his work, did most of the translations from foreign languages that he needed, reared a family of children, and, when they were grown, and Horace Mann had died, wrote her first novel at the age of 70. It is interesting to note in passing that the material for that book was gathered in her youth when she lived for a time in a Spanish community and observed the master-slave relationship. Sophia, the youngest, married Nathaniel Hawthorne, reared her family, kept up her art work, and, after Hawthorne died, developed portrait painting. The most remarkable thing about these women is that they lived in the Victorian Age.

Recently Lincoln Barnett, who also wrote *The Universe and Dr. Einstein*, wrote an article on J. Robert

Oppenheimer, now president of the Institute for Advanced Studies at Princeton. I regard Dr. Oppenheimer as one of the greatest of living Americans. Barnett says of him that he has a DaVincian range of interests and of knowledge. He is a linguist who finds himself at home in half a dozen languages, including the Sanskrit, and, in addition, he is described as being a "graceful executive and diplomat, astute and imaginative in his public role as a leader of the nation's atomic scientists."

I mention him because I recently read a speech, "The Open Mind," which was delivered before the Rochester Institute of International Affairs. In this address, Oppenheimer tells how shocked he was by the ideas of the president of a college in one of the prairie states who came to him with what he considered a problem, which was that the students and teachers in his college were mostly farmers, used to planting seed, waiting for growth, and then the harvest, and his complaint was that they believed in *time and nature!*

Oppenheimer also believes in time and nature, and in his speech he said that he hoped that in the conduct of foreign affairs, the quest for freedom and a peaceful world, time and nature might be enlisted, and hence the need for an open mind. After reviewing the efforts that have been made for the international control of atomic energy, he points out that a climate must be provided for the exercise of reason, the growth of new experience, new insight, and new understanding.

I have brought all of this in just to explain why I think that the following quotation from that address is of real importance to you when the values of your training are up for examination.

"When time is run, and the future becomes history, it will be clear how little of it we today foresaw or could foresee. How then can we preserve the sensitiveness which could take advantage of all that it had in store? The problem is not only to face the somber and grim elements of the future, but to keep them from obscuring it . . . the spirit in which our foreign affairs are conducted will, in the large, reflect the understanding and desires of our people . . . the style and perceptiveness, the openmindedness which we need to conduct our affairs can only pervade . . . complex organizations, consisting of men of varied talent, taste and character if it be of deep and widespread public understanding."

I think that it is very true that we cannot really look very far into the future. The "widespread public

understanding" Dr. Oppenheimer mentions will not come about if only half of the population is concerned with the complex problems likely to confront you in the future. And in that future I covet for you a well stored and open mind that you will surely need if you are to be an understanding and intelligent person.

I think that most of you know now the rewards of having a family and a home of your own. What was said to be a "fantastic biological notion of inferiority" is not biological at all but tradition and custom. I could prove this if I had time, for every biological fact refutes the notion of inferiority of either sex. It depends upon what you mean by inferiority.

What you should be proud of is not only that you are women but that you can, if your life demands it, fulfil your duties as a wife, a mother, as a member of your community, as well as the nation; earn your own living if need be, and still have an intellectual life of your own. You do not know what kind of man you will marry, what kind of home, if any, you will have; you do not know what kind of place your future world will be, yet in it you must live. I say without hesitation that if we keep in mind all of the things that a liberal arts education can teach and give, all of these other things will be added unto you. You cannot know the value of your liberal arts education until you reach middle life, and that is a very good reason for giving "time and nature" a chance to prove its value. If I did not believe all of this, I would consider my 30 years at Agnes Scott a complete failure. You have around you examples of all the things that I have been saying. Without taking into account such national figures as Mrs. Gilbreth, of *Cheaper by the Dozen* fame, I ask you to look at the faculty homes. In some of them are young children and a satisfying family life; in others there are only women. But all of these homes

are centers of stimulating fellowship, and this is due in no small measure to the fact that in them are college women who know how to put first things first. The mechanical tasks, which don't stretch the mind very much, are done efficiently and well as a result of intelligent planning. These tasks take their proper places and do not obscure the business of happy, busy lives.

Our college has been greatly enriched over the years by a series of splendid public lectures. In one of them Hugh Walpole called attention to the fact that most Americans seemed to feel that to be successful they "had to take a course in everything." What he was talking about was learning novel writing, and he doubted if that could be learned from a course. I wonder if this pressure for a change of curriculum in colleges for women comes from a deep seated conviction that "taking a course" would solve things. If it does, and I am not asserting the fact, then we really have lost track of what an education is for, that it is a foundation for the business of living.

Our way of life and our College are the flowering of centuries of effort and thought. Men and women of the ancient worlds, Egypt, Greece, Rome, of all regions, of all faiths, have contributed to the ideas and ideals that animate our thinking. You are the heirs of the past, a part of the future; never forget that.

Life is a mixture of joy and sorrow, success and failure. See to it that you appreciate your opportunity, so long denied women in the past; see to it that the intellectual well is stored in your college days in such a manner that you may face the future with the confidence of an understanding person; keep always a questioning mind and a flexible one; and may God walk with you.

Recommended Reading

(Titles selected by the Education Committee of the Alumnae Association, but contents not necessarily reflecting its opinion)

And Madly Teach; A layman looks at public school education. M. B. Smith. Regnery, 1949.

Education of a Humanist. Albert L. Guerard. Harvard University Press, 1949.

Educating Our Daughters. Lynn White, Jr., president of Mills College. Harper, 1950.

Eighty-Five Years of Music

Mr. Dieckmann and Mr. Johnson Retire

By Jeanne Osborne Gibbs '42

You meet a former Agnes Scott classmate on the street. She says, "Have you heard Mr. Dieckmann and Mr. Johnson retired this year?"

A line of nostalgic pictures files through your head, like children playing follow the leader. You hear the tinkle of a piano from the top floor of Main, playing accompaniment to the silent aria of flowering shrubs on the campus in spring; you can feel the challenging surge of the organ playing "Rejoice, Ye Pure in Heart" as teachers and classmates, looking strangely dignified, file by in an academic procession; you hear the nervous, birdlike melodies of a Gilbert and Sullivan operetta; you see rows of white-clad girls singing Christmas carols in a picture frame of palms and gladiolas.

When you think of Christian W. Dieckmann and Lewis H. Johnson, you think of the wizardry that conjures music from ivory and wood and the baton that brings from a silent, poised chorus an avalanche of sound.

These two beloved professors, whose life history is so closely connected with that of the college, have meant all these things and many more to Agnes Scott students. That period of spiritual respite from mental turmoil, morning chapel, will not seem quite the same without Mr. Dieckmann at the organ; nor will May Day with its music "custom-made" by him. The pictures of former students that line the walls of Mr. Johnson's studio, all bearing the word "appreciation" in their inscriptions, could testify that the girls will miss the confidant and friend they had in "Pop" Johnson.

Not that their work will end. The word "retire" nowadays means the beginning of real living. It is hard for Mr. Dieckmann to remember all the incidents of his forty-five years with the college. "Why?" he mused. "I guess it's because we all ought to change and grow so that we no longer think of the past. I'm not the same person I was then. I believe that throughout eternity we will continue to grow in understanding of those things that interest us here."

Retirement from teaching will give him much-wanted time for composition, private teaching, and his duties as organist and choir director of the Lutheran Church of the Redeemer.

Mr. Johnson is a person whose joy in his work never ends. Although he may have been physically fatigued, his wife recollects, his spirit has never been tired during all his forty years of vocal and choral teaching at Agnes Scott. "He will have no lonely or uninteresting old age," she predicts. "He enjoys his memories and goes through them like a drama." They will live at Delray Beach, Florida, where he hopes to fish, build boats, raise an orange and grapefruit tree, and perhaps have a few vocal pupils on the side. Both he and Mrs. Johnson think that one never grows too old to appreciate the efforts of others.

Early experiences forecast what kinds of persons these two musicians would be. Mr. Dieckmann began the study of chemistry and seriously considered it as his career before changing to music. "It may sound like a paradox," he said, "but actually there is a similarity between chemistry and music. Both require systematic thinking, particularly playing Bach, which takes fine headwork."

Mr. Johnson began his career as a singer inauspiciously. As a small boy with a high soprano voice, he and an alto companion were to sing at a school function. As they made their preliminary bows, the companion, suddenly terrified, dashed from the stage. The hapless Lewis, thus deserted, scurried under the nearest table. His companion recaptured, he was pulled from under the table and the two, with new courage, began to sing and were the hit of the show. From that moment he knew he would be a singer.

Both, natives of Ohio, enjoyed thorough foundational training. Mr. Dieckmann gives credit for "whatever he is in the world of music," to Dr. Sidney C. Durst, who taught him piano, organ, harmony, counterpoint, orchestration, and composition. He attended the Auditorium School of Music and the Metropolitan School of Music in Cincinnati. He also particularly remembers Rosseter G. Cole, who conducted harmony classes at Columbia University summer school. In 1918 he took the fellowship degree in the American Guild of Organists, later serving several times as dean of the Georgia Chapter.

Mr. Johnson received a certificate in vocal work from Pomona College, Claremont, Cal., which he re-

visited in an alumni quartet several years ago. After not singing together for forty years and without rehearsal, the quartet went through a third of its repertoire and was the highlight of alumni day at the college.

He also studied at the Institute of Musical Art in New York City, now the Juilliard School of Music, and was a student of William Nelson Burritt, whose assistant he later became. Just before he came to Agnes Scott in 1910, he was the leading tenor of St. George's Episcopal Church in New York City. A highlight in his memory is a summer of study in Germany in 1913 with Alexander Heinemann.

Both have been active in musical circles outside of their work as professor of music and associate professor of music respectively. Mr. Dieckmann is an authority in theory and harmony and is known nationally for his compositions, including anthems, canticles, organ numbers, and songs. He wrote the music for the best-loved hymn at Agnes Scott, "God of the Marching Centuries." Among his other works are choruses, "Magnificat and Nunc Dimittis," "Benedictus es, Domine," and "The Lord's Prayer;" songs, "Forever and a Day," "The Throttle," "The Prayer Perfect;" organ numbers, "Caprice," "Processional," "A Song of Sunshine," "Christmas Eve," and "A Song of Happiness." His newest anthem, published this spring, is, "Jesus, Like a Shepherd Lead Us."

He has presided at the console of organs in at least seven Atlanta churches. Believing that a person should think music, he composes in a room bare of musical instruments.

Mr. Johnson, during his first two years at Agnes Scott, sang with the Porter-Johnson Concert Company, with Mrs. Johnson as accompanist, which traveled under the auspices of Alkahest Celebrity Bureau. He has been tenor soloist and director of Atlanta church choirs, presented the College Special Chorus in light concerts at Army and Navy camps near Atlanta during the war, and is song leader of the Decatur Civitan club and a member of the National Association of Teachers of Singing, the Atlanta Music club, and the Georgia Trail Club. Hiking is his hobby.

The atmosphere of Agnes Scott was apparently conducive to romance, for both teachers met their future wives on the graceful colonnade or beneath the red brick portals of Main. Mr. Dieckmann married Emma Pope Moss, of Marietta, Ga., who taught in the English department of the College and now teaches at Decatur Girls High. They have a daughter, Adele, a high honor

graduate of Agnes Scott, who teaches Latin and plays the organ at the Northfield School for Girls, E. Northfield, Mass.

Mr. Johnson married Gussie O'Neal, his student-accompanist, who continued to teach music and direct the Glee Club for fifteen years. It was she who staged and directed *Pinafore*, the first Gilbert and Sullivan operetta produced here, originating a custom which has continued each year under Mr. Johnson's direction. "My life at Agnes Scott as student, teacher, alumna, and faculty wife has been like a four-part harmony," Mrs. Johnson says. The Johnsons have a son, Maurice O'Neal.

Mr. Dieckmann, according to his wife, is a person of deep intellect who is interested in many things. He has a collection of topographical maps of the United States, studies the birds that come to the feeding station outside his study window, and keeps well up with contemporary fiction. Although home-loving, he likes to travel in the mountains occasionally. "He is a very thoughtful, considerate person," Mrs. Dieckmann said; "not at all temperamental." Mr. Dieckmann believes that music should make a person better and that temperament is simply childishness.

Mr. Johnson finds an affinity between his love of constructing things such as kitchen cabinets, stage settings, etc., and building young voices. He gets more pleasure out of laying the groundwork than doing the polishing. His pupils have often confided in him their personal problems because, as he explains, music is such an emotional thing; if a person has a conflict, he breaks down while trying to sing. Then the next step is to tell "Pop" Johnson just what the trouble is.

Their retirement will by no means mark a conclusion to their interest in the College. Years of artistic intuition, experience, and thought about the problems of their profession have molded their intellects to a keen, constructive originality.

Mr. Dieckmann hopes that some day the organ in Presser will come to the full flower of its use. "It is a fine organ," he said, "the possibilities of which have not yet been fully realized." He still cannot quite believe Presser Hall, with its two beautiful chapels and its soundproof studios and practice rooms, is a reality.

Mr. Johnson would like to see every Agnes Scott student taught the principles of good vocal production for both speaking and singing. Believing that many Agnes Scott alumnae are and will be called upon for leadership in clubs and organizations, he hopes to see the College enlarge its program of vocal training.

Faculty and Staff

A Scholarly Vacation is in Progress for Most, Taking Some to Foreign Universities

A large proportion of the Agnes Scott community migrated to Europe this summer for study, work, pleasure, or a combination of purposes. All through the spring, students and faculty members were comparing vaccination results and typhoid reactions, hauling each other into Atlanta for passport identification, and debating whether to take three suitcases and be safe or one and be sorry . . . or *vice versa*.

DR. WALLACE M. ALSTON, vice-president and professor of philosophy, sailed June 8 for a tour of leading universities abroad. Three weeks in England and Scotland were to be followed by more than a month on the Continent. He planned to visit Holland, Belgium, Western Germany, Switzerland, Italy and France, interviewing educational and religious leaders in an effort to learn of trends in both fields.

DR. ELIZABETH BARINEAU, assistant professor of French, took a Youth Argosy plane on June 20 to Luxembourg. Three weeks in Paris will enable her to confer on the publication of her doctoral thesis and to make short side trips with her companions, a friend who is an art historian and PRISCILLA LOBECK, former member of the Agnes Scott art department. Then she will visit various regions of France and work toward familiarizing herself with them from a literary standpoint.

MELISSA A. CILLEY, assistant professor of Spanish, left with her mother early in June on a trip around the world. They flew from San Francisco to Portugal by way of Hawaii, Japan, the Philippines, Siam, India, the Near East including the Holy Land, Greece, Italy, France, and Spain. Miss Cilley will lecture on comparative literature at the Universidade de Coimbra, Portugal, and will do research in Portugal and Spain with Madrid as headquarters. In France she was to see several of her former students from the Colegio Internacional in Madrid who are exiled from Spain because they are wives of Protestant ministers.

REBEKAH McDUFFIE CLARKE, who resigned her position in the music department at the end of the year and will direct five choirs in Tampa beginning next fall, flew from New York to Luxembourg the first week of June in a group of 40 musicians who were going to study in Montreux, Switzerland. She was to

see the Passion Play (as was Mr. Alston), to meet Betty Bowman '44's brother in Heidelberg, and to visit France, England, Scotland, Holland, and Belgium, returning from Luxembourg in July.

LILLIE BELLE DRAKE '40, instructor in Spanish, left by plane from New Orleans late in June for the University of San Marcos in Lima, Peru, where she was to take three courses during the six-week summer session. The work would be background for a study of the South American novel, and credits would be transferred to Middlebury toward her doctorate. She planned several trips to other west South American countries before returning August 20.

LESLIE GAYLORD, assistant professor of mathematics, sailed with a party in June for her first conducted tour of Europe since the war. (Numbers of alumnae wanted to join the group after it was completed; those who are interested in going next summer should write to Miss Gaylord in September.) Six Agnes Scott students and seven alumnae—Jane Bowman '46, Helen Crawford '49, Reese Newton '49, Edwina Davis '46, Barbara Blair '48, Alice Davidson '48, and Pris Hatch '48—were in her flock. They were to visit England, Holland, Belgium, Switzerland, Italy, and France, returning in August.

ELEANOR HUTCHENS '40, director of publicity and alumnae affairs, sailed to England in June for six weeks' study at Oxford in the field of modern English literature. She planned to be back at Agnes Scott late in August.

DR. ELLEN DOUGLASS LEYBURN '27, associate professor of English, left by plane June 8 for Ireland and England, where with the aid of a Carnegie grant she was to continue her study of Swift. Most of her time would be spent in London, a short period being allotted to Dublin. Her purpose was to become familiar with the great collections important in Swift scholarship. She planned to return August 29.

DR. JOSEPHINE BRIDGMAN '27, associate professor of biology, stopped in Virginia for a short visit with her sister Lucile '29, and with friends in Maine before going to the Marine Biological Laboratory at Woods Hole to work on some problems of protozoan behavior.

MELISSA A. CILLEY, assistant professor of Spanish,

is the author of two articles published last November: "Egas Moniz," in *Contemporary World Literature*, and "Julio Dantas" in *The South Atlantic Bulletin*. Work on the second Portuguese author was done in the libraries of Harvard University under a Carnegie grant. This year is the tenth anniversary of the founding of the Portuguese section of the Modern Language Association of America, which Miss Cilley organized and which has grown rapidly to include some of the most eminent scholars in the United States.

DR. EMILY S. DEXTER, associate professor of philosophy and education, planned to teach at Piedmont College until mid-July and then to study in Vermont for a month at a workshop session. On her way back she will stop for the annual meeting of the American Psychological Association at Pennsylvania State College. The board of directors of the International Council of Women Psychologists, of which Miss Dexter is one of seven members, will meet there too.

DR. FLORENE DUNSTAN, assistant professor of Spanish, planned a visit of several days at the Brazilian Embassy in Washington as the guest of Carolina Nabuco, famous Brazilian novelist and sister of the ambassador. In July she was to attend the Baptist World Alliance in Cleveland.

DR. PAUL L. GARBER, professor of Bible, and his family have moved from the campus to 423 Glendale Avenue, Decatur. Their old house behind Buttrick will be torn down to make way for the new science hall. After a winter of rather strenuous "temporary" church and Sunday school work (which stretched from a week to eight months), he planned to teach the required undergraduate course in Bible at Emory this summer "and to keep an eye on Woman's Work in Atlanta Presbytery," of which he is chairman. His work of the last several years, the Howland-Garber model reconstruction of Solomon's Temple, will be unveiled at Agnes Scott on the evening of October 17. A film-strip on the Temple which Dr. Garber will edit this summer will be ready for distribution at that time.

LESLIE GAYLORD, assistant professor of mathematics, has a new address: 106 Glenn Circle, Decatur.

FRANCES K. GOOCH, associate professor of English, was active during the winter in the work of the Georgia and the Southern speech associations, presiding over sessions at both meetings and presenting programs. She planned to complete the writing of her family history, "The Gooch Family in the South," this summer. In her Agnes Scott classes last year were three Emory students, taking advantage of the cooperative

program of the University Center.

EDNA HANLEY, librarian, was one of eight university and college librarians in the United States voted the best consultants by members of the Association of College Reference Librarians. She was the only Southerner and the only woman among the eight and received the third highest number of votes.

DR. MURIEL HARN, professor of German and Spanish, made a valuable Campaign gift to the Library: the Weimar edition of Goethe, comprising more than a hundred volumes and now out of print.

DR. GEORGE P. HAYES, professor of English, is teaching at Georgia Tech this summer.

DR. ELIZABETH FULLER JACKSON, associate professor of history, says she will be delighted to see any alumnae at her home in Decatur, 354 South McDonough Street, where she and her mother are spending a quiet summer.

DR. MILDRED MELL, professor of economics and sociology, was largely responsible for the League of Women Voters of Georgia pamphlet "Taxes, Taxes, and Still More Taxes," and for two mimeographed reports on tax revision for Georgia, one outlining a proposed program of tax revision which the League might try to get through the Legislature. She is chairman of the League's Tax Revision Committee and in the course of the winter made several talks to various groups on the subject, including one radio broadcast. This summer she is starting on a revision of her earlier study of the population of Atlanta, intending to use 1950 census data and to place special emphasis upon the Negro population of Fulton and DeKalb Counties. The work will take her to Chapel Hill and to Washington for an investigation of new and promising statistical techniques for population research.

DR. WALTER B. POSEY, professor of history and political science, planned to teach for six weeks at the University of Maryland and then use a Carnegie grant for research on the Baptist Church in the Old Southwest.

DR. CATHERINE SIMS, associate professor of history, is in her new home at 149 Beverly Road, N. E., and plans a summer including a little research with materials secured by microfilm and inter-library loan. A trip to New York and eastern Canada will come later. Last winter she made a number of talks on current problems in international relations to a variety of groups and delivered book reviews both oral and written. Her civic activities included election as secretary of the Visiting Nurse Association of Metropolitan Atlanta.

DR. ANNA GREENE SMITH, associate professor of economics and sociology, is teaching this summer at the University of North Carolina, with plans to go to Washington later to work in the Congressional Library on new materials on the South.

DEAN S. G. STUKES is spending his summer at the College, hard at work on admissions and other problems. He represented Agnes Scott last winter at the meetings of the Southern Association of Colleges in Houston and the Southern University Conference in Birmingham. He spent several days in Washington in connection with the work of the National Nominating Committee of the Red Cross.

DR. MARGRET G. TROTTER, assistant professor of English, taught for a month this summer at Ball State Teachers College in Muncie, Indiana and planned to spend the rest of the vacation writing at home in Decatur.

ROBERTA WINTER '27, instructor in speech, began a year's leave of absence for study at New York University after a busy winter with Blackfriars, the presidency of the Georgia Speech Association, and various appearances before speech and other groups.

Additions for 1950-51

Five new members of the Music Department will be among additions to the Agnes Scott faculty and staff when the 1950-51 sessions opens September 20.

MICHAEL A. McDOWELL, JR., present head of the music department at the Atlanta Division of the University of Georgia, will succeed Professor Christian



W. Dieckmann as head of Agnes Scott's department. Holder of the Ph. B. from Emory University and the A. M. in music from Harvard, Mr. McDowell has studied also in Germany, at the Leipzig Conservatory, and at the Juilliard School of Music in New York. He has been a member of the University

of Georgia faculty for 18 years. His appointment to Agnes Scott came after the interviewing of consultants from Eastern universities and colleges and the investigation of a number of candidates by the College. He is primarily a pianist and teacher of piano.

ROXIE HAGOPIAN, coming as associate professor of music, has a rich background in voice and choral work. A graduate of Oberlin Conservatory with the Bachelor

of Music degree, she has held three fellowships at Juilliard Graduate School and one granted by the school for the study of opera in Dresden. She has the B. A. in German from Rollins College and the M. A. in French from Southwestern University. Her professional experience has included four years of opera in Dusseldorf and concert, radio and oratorio performances in this country. She has taught at Rollins, Southwestern, Seton Hill College, and Daniel Baker College.

Also an associate professor will be RAYMOND J. MARTIN, organist, who for the last several years has headed the music department at Brenau College. He has the B. S. from Juilliard and the Master of Sacred Music degree from Union Theological Seminary in New York. He has been active in choir and organ work with churches in and near New York and during the war served as a navy chaplain's assistant.

IRENE LEFTWICH HARRIS of Decatur, known to Agnes Scott audiences for her brilliance as a concert pianist, will join the department as instructor in piano and will assist with music appreciation programs. She has been connected with the University of Georgia at its Atlanta Division. CHAPPELL WHITE, B. A. Emory University, B. M. Westminster College, now working toward the M. A. at Princeton University, will be instructor in violin. He is the son of the president of Emory.

FLORENCE BISHOP will join the art department as an instructor. A graduate of Acadia University in Nova Scotia, she later attended the American People's School of Fine Arts and the Art Students League, both in New York. Her paintings and watercolors have taken prizes in outstanding American exhibits.

NEVA JACKSON WEBB '42, well remembered by Agnes Scott contemporaries for her Blackfriars triumphs, will hold an instructorship in speech.

ANITA ALBRIGHT, Auburn graduate and former WAVE, will come from the Auburn dean's office to be assistant dean at Agnes Scott, with a summer's graduate work at Columbia intervening. BETTY BARNES, a graduate of G.S.W.C. who later went to Katherine Gibbs, will be assistant to the dean.

Assisting in the chemistry department will be Julia Goode '50 and MRS. W. W. HATCHER, a June graduate of King College. HARRIOTTE WINCHESTER '49 will be an assistant in the Library, and "SPLINTER" BOARD HOWELL of the same class will manage the Book Store.

DR. CHESTER MORSE, husband of Gene Slack Morse '41, will be welcomed back to the campus in the part-time capacity of college physician.

The Association

Minutes

The annual meeting of the Agnes Scott Alumnae Association was held on Saturday, June 3, in Gaines Chapel, immediately following the Trustees' Luncheon. The meeting was called to order by the President, who then asked the Vice-President to take the chair. The President asked that the Treasurer be empowered to buy a gavel for the use of the Alumnae Association President. This movement was seconded and passed by the Association.

The President welcomed the newest members of the Alumnae Association, the class of 1950. She then thanked the Board and the Association for their co-operation during her tenure of office, and expressed her pleasure in the work, particularly in renewing acquaintance with many Agnes Scott friends, and in making new ones. She announced that the new Bradley Observatory would be dedicated at 3:30, and that those planning to attend the Baccalaureate Service on Sunday must be present at 10:45 to claim their seats, at 9:45 on Monday for Commencement.

The President then read the Nominating Committee's slate of officers for next year, and the Association members voted, by ballot. The ballots were passed in to be counted.

The President spoke of the exceptionally fine work done by Eleanor Hutchens as Director of Alumnae Affairs, and announced firmly that the work of the Alumnae Association could not have been done without her during the past two years.

The Director next gave her report, summarizing the work of the past year.

The President told the Association members that

they were invited to see several interesting manuscripts on display in the library, including some of Mr. Dieckman's.

The Treasurer moved that the retiring President be confirmed as a member of the Board of Trustees, and this move was passed by the Association.

The Secretary moved, on behalf of Eliza King Paschall, who was unable to be present, that the Alumnae Association extend to Betty Lou Houck Smith, retiring President, its recognition and appreciation of her magnificent leadership and untiring labors in the successfully completed Agnes Scott campaign.

The result of the voting was announced next, and the following officers were congratulated by the President:

President—Catherine Baker Matthews

Vice-President—Frances Thatcher Moses

Secretary—Sara Shadburn Heath

Vocational Guidance Chairman—Frances Radford Mauldin

Class Council Chairman—Cary Wheeler Bowers

Entertainment Chairman—Mary McDonald Sledd

Special Events Chairman—Sara Carter Massee

Trustees Representative—Betty Lou Houck Smith

Publications Chairman—Elaine Stubbs Mitchell.

There being no further business, the meeting was adjourned.

Respectfully submitted,

JANE TAYLOR WHITE

Recording Secretary.

Elections

Catherine Baker Matthews '32 was elected President of the Alumnae Association for 1950-52 at the annual meeting on June 3 in Presser Hall. She succeeds Betty Lou Houck Smith '35, who was voted a two-year term as Alumna Trustee.

The new President has an outstanding record of service to the Association, perhaps her most notable achievement being the revival of interest in the Atlanta Agnes Scott Club in 1948-49. Her leadership has been characterized by the intelligence and hard work which draw other people into active participation with her. She is married to Allen A. (Al) Matthews, Jr. They and their three children live at 4020 Randall Mill Road, N. W., Atlanta.

Succeeding Pernette Adams Carter '29 as Vice-President in charge of clubs was Frances Thatcher Moses '17, mother of two Agnes Scott alumnae and herself a consistently active member of the Association. Her most recent work has been with the Chattanooga Agnes Scott Club.

Sara Shadburn Heath '33, still another club stalwart, became Secretary of the Association succeeding Jane Taylor White '42. She was president of the Decatur group two years ago.

Important committees of the Executive Board will be headed in the next two years by Sara Carter Masseur '29, Special Events Chairman; Frances Radford Mauldin '43, Vocational Guidance Chairman; Cary Wheeler Bowers '39, Class Council Chairman; Mary McDonald Sledd '34, Entertainment Chairman; and Elaine Stubbs Mitchell '41, Publications Chairman. They take over the duties of Jean Bailey Owen '39 (who however remains on the Board as president of the Atlanta Club), Virginia Wood '35, Frances Radford Mauldin '43 (who stays on the Board in another capacity, as shown), Hayden Sanford Sams '39, and Jane Guthrie Rhodes '38. Remaining on the Board are those elected last year to two year terms: Kenneth Maner Powell '27, Vice President; Dorothy Holloran Addison '43, Vice-President; Betty Medlock '42, Treasurer; Julia Pratt Smith Slack ex-'12, House Decorations Chairman; Grace Fincher Trimble '32, Residence Chairman; Mary Sayward Rogers '28, Tea Room Chairman; Laurie Belle Stubbs Johns '22, Grounds Chairman; Mary Wallace Kirk '11, Education Chairman; and Eliza King Paschall '38, Nominations Chairman. Completing the Board will be Caroline Lee Mackay '40, president of the Decatur Club, and Ruth Ryner Lay '46, president of the Atlanta Junior Club.

Report of the Director

The Campaign

Among the achievements of the Agnes Scott Alumnae Association for 1949-50, the most notable was of course its share in the successful conclusion of the Campaign for the College. In every way—total amount of contributions, size of average gift, and percentage of alumnae contributing—our response to the Campaign was the best in the history of the College. Sixty per cent of all living Agnes Scott graduates made donations. The graduates of two classes, 1907 and 1912, were 100 per cent in giving. Those of six others were 70 per cent or better, and these high ratios were not confined to classes with small membership: the Classes of 1947 and 1948 had the highest percentage of the thirty-year period beginning with 1918. And although they were not alumnae when the campus campaign was held, we are proud to welcome the Class of 1949 to its first reunion and the Class of 1950 to its first Association meeting: both were 100 per cent in the student drive a year and a half ago. Officers of all classes contributed intelligent leadership to the Alumnae Campaign.

Surely the record of the Association in this latest call to the colors reflects the increased interest and understanding generated by the operation of the Alumnae Fund and the consequent expansion of Association activities in the last five years. The Alumnae Fund, which enables us to give annually to our College as we do to our churches and our community projects, will be revived partially this year and fully in 1951. The College has agreed to help support the Association for one more year in order that new solicitation may not be started when many alumnae are still paying on their Campaign pledges.

Alumnae Clubs

Second on the roll of things accomplished in the year just past is the continued development of alumnae club work. Thirty-two clubs or unorganized alumnae groups reported one or more meetings in the course of the year, the proportion of organized clubs rising considerably. Alumnae in twenty-three cities entertained Doris Sullivan, the new alumnae representative,

and helped her to meet high school students whom the alumnae chose as good Agnes Scott material. Faculty members addressed a dozen or more meetings. The stimulation of club work will remain one of the chief objectives of the Association—not, let it be clearly understood, for the sake of the mere existence of clubs, but in order that Agnes Scott alumnae may work corporately in their communities for the advancement of education both public and private.

House and Garden

The Executive Board this year has given much attention to the Anna Young Alumnae House and its grounds. Four of the bedrooms have been renovated, and the fifth will be completely redecorated this summer by the Class of 1917. The garden has been greatly improved, both in the care and rearrangement of plants and in the replacement of the broken fountain figure with a charming piece of sculpture called "The Dancing Girl." When the Letitia Pate Evans Dining Hall is completed, the length of the rose arbor with the fountain at the far end will form the view from the windows of one of the special dining rooms. The Silhouette Tea Room will be closed at the end of this session, its long usefulness at an end with the opening of the new dining hall, and the offices will be installed in its space. With the employment of a full-time hostess and the remodeling of rooms formerly used as offices, the entire second floor and front first floor of the house will be devoted to the reception of guests and to social activities of the Association, the College, and the alumnae.

Vocational Guidance

The major annual projects of the Association were carried out most effectively this year. Our chief service to students, the Vocational Guidance Conference, drew the largest attendance on record and was applauded for its practical helpfulness in imparting information and confidence for choosing and finding jobs. Miss Mary Ralston, assistant personnel director of the First Wisconsin National Bank of Milwaukee, came down to make the keynote address on opportunities for

women. Three evening career coffees were held in the Alumnae House, with several authorities from the business and professional world of Atlanta forming a panel each evening. At the first coffee, which dealt with deciding on the right field of work and applying for a job in it, personnel officials held sample interviews with students. Part-time jobs, a subject of especial interest to students who plan to be married soon after graduation, were discussed on the second evening. The third session took up in some detail the general field in which more seniors at Agnes Scott are interested than any other: social service, in forms ranging from church to government work. Agnes Scott alumnae and other experts in the different fields kindly came to the campus and gave their time and advice to make these coffees successful.

Alumnae Weekend

Alumnae Weekend, which last year was struggling to regain its prewar significance, this year overwhelmed the luncheon planners and drew goodly numbers for attendance at regular classes in Buttrick, at the sessions in Presser, and on the campus tour guided by students. Mr. Morris Abram of Atlanta as guest speaker created lively discussion of the Southern college graduate's role as a citizen.

Founder's Day

Founder's Day, with its radio program and its meetings across the country, was satisfyingly traditional. Once again, Radio Station WSB graciously gave the valuable evening time, leaders of the College spoke of future progress in an interview with an alumna, and the student Glee Club sang. Special material went out to alumnae clubs and to unorganized groups, and programs were duly prepared therefrom. As in the previous two years, the Education Committee made suggestions for a study of local school systems and college requirements—suggestions which we hope will flower eventually into a regular annual program for all clubs, in order that the interests of high school students who wish to attend first-rank colleges may be protected and advanced.

Entertainment

Social activities of the Association this year have been traditional too; the tea for freshmen in the fall, the luncheon at Alumnae Weekend, and the dessert-coffee scheduled for tomorrow afternoon in the Alumnae Garden. The series of teas which used to be held for seniors in the spring was telescoped this year into one feverish half-hour at assembly time, when the Class of 1950 submitted in groups to three different speeches by staff members each of whom made the same speech three times in thirty minutes. We hope that its attendance at the annual meeting today will bring the class a more coherent conception of the organization into which it will step on Monday morning.

Quarterly

The Alumnae Quarterly this year has had the largest readership in its history, thanks to the more than two thousand Campaign contributors. With the aid of class secretaries in reporting personal news, and with that of gifted individuals among alumnae and faculty, the usual four issues have been launched in the hope that they contain proper proportions of the particular and the general with emphasis always on the one common bond among its subscribers: Agnes Scott College and the kind of education it gives.

Many Hands and Brains

It is a matter of regret to me that this condensed report cannot carry the names of all the Agnes Scott people—alumnae, faculty, staff, and students—whose generous efforts have combined to make possible the year of achievement which it recounts. Even to name them in groups is to leave out some individuals whose work has been invaluable. First of all, the Executive Board of the Association has set a magnificent example of leadership and hard work. As its members know, the success of positive Association work depends on the full acceptance of responsibility and initiative in her realm by each officer and committee chairman of the Board. The performance of this year's Board members has been of the highest quality, and I should like to express here my pride in having worked with them and my appreciation for their excellence.

The future of much that is essential to the good life in America hangs on the development of volunteer service, chiefly by able women who have time to spare for it. Alumnae work has come to be one of the most important fields of volunteer service, its objective the preservation of high standards in women's education. Recognizing this objective, more and more Agnes Scott alumnae are giving their volunteer time to the work of their college. Of the more than two thousand who contributed to the Campaign, many earned the money in part-time activities which included baby-sitting, knitting, and the sale of dresses and Christmas cards. Scores of others helped to organize club meetings or undertook the job of bringing together the Alumnae Representative and the best high school students in their communities. A large number lent a capable hand in Association functions on the campus, their contributions ranging in variety from the rounding up of flowers and the lettering of place cards to the introduction of speakers and the registration of guests. Many have spent hours over the typewriter, corresponding with classmates about the Campaign, reunions, and class news, or writing articles for The Quarterly.

The active support of faculty members, administrative officers, and students in the program of the Association has given it an added effectiveness which could have sprung from no other source. Speaking at club meetings—in several cases giving up a holiday to do so; compiling bibliographies; and giving help and expert advice whenever they were called upon, the officers and teachers of the College have risen to every appeal. The response of the students has been no less generous. The freshman tea, the Vocational Guidance Conference, the Alumnae Weekend tour, the nursery kept in Murphey Candler Building during meetings of the Decatur Agnes Scott Club, and the indoctrination of the senior class could not possibly have succeeded without the organizational ability and the willing hard work of the students.

Thus the achievements of the Agnes Scott Alumnae Association in the year 1949-50 have been the work of many hands and brains. Any vision of future greatness in our work must presuppose more and more such hands and brains turned to this continuous task of building Agnes Scott and thereby holding firm one fortress for the unfettered mind and spirit.

Respectfully submitted,

ELEANOR N. HUTCHENS

Class News

Class News for this issue of The Quarterly printers before Commencement. Thus ne

DEATHS

Institute

Annie Kirk Dowdell Turner's husband, Dr. W. A. Turner, died in Newnan in February. Dr. Turner was the father of Anne Turner '3 and Susan Turner White '35.

Mary Payne Bullard's daughter, Elizabeth Bullard Dinklage, died last September.

1908

Louise Shipp Chick died April 16 in San Diego, where she was in government service. Louise was secretary of the class of 1908.

1920

Frank Manly, father of Gertrude Manly McFarland '20 and Martha L. Manly Hogshead '25, died March 1 in Dalton. Mr. Manly was the grandfather of Mary Manly Ryman '48.

1939

Douglas Lyle Rowlett died in College Park April 27 after a sudden throat hemorrhage.

1947

Lil Field Williams' brother and sister-in-law were killed in an automobile accident in Texas in April.



CLASSES OF '10, '11, '12, & '13 AT REUNION. Clockwise from center foreground: Allie Candler Guy '13 (in white dress), Janie McGaughey '13, Elizabeth Dunwody Hall '13, Margaret Roberts Graham, '13, Julia Pratt Smith Slack '12, Hazel Murphy Elder '12, Cornelia Cooper '12, Lucy Reagan Redwine '10, Eleanor Frierson '10, Em Eldridge Ferguson '10, Flora Crowe Whitmire '10, Mattie Hunter Marshall '10, Gussie O'Neal Johnson '11, Adelaide Cunningham '11, Emma Pope Moss Dieckmann '13, Eleanor Pinkston Stokes '13, Lily Joiner Williams '13, and Frances Dukes Wynne '13.



CLASS OF 1929 AT REUNION. Clockwise from center foreground: Virginia Branch Leslie, Esther Nisbet Anderson, Mary Gladys Steffner Kincaid, Alice Glenn Lowry, Frances Welsh, Pernette Adams Carter, Letty Pope, Mary Warren Read, Mary Prim Fowler, Violet Weeks Miller, Lenore Gardner McMillan, Katherine Lott Marbut, Ethel Freeland Darden, Elise Gibson, Olive Spencer Jones, Edith McGranahan Smith T, Kitty Hunter Branch, Helen Ridley Hartley (not visible), and Martha Bradford Thurmond.



CLASS OF 1930 AT REUNION. Clockwise from extreme left: Clarene Dorsey, Frances Messer, Blanche Miller Rigby, Anna Katherine Golucke Conyers, Ineil Heard Kelley, Ruth Bradford Crayton, Octavia Young Harvey, (not visible — Evelyn Wilder, Anne Ehrlich Solomon, Mary Louise Thames Cartledge, Crystal Hope Wellborn Gregg, Emily Harvey Massicot), Shannon Preston Cumming, Gladney Cureton, Lillian Thomas, Katherine Crawford Adams, Emily Moore Couch (not visible), Ione Gueth Brodmerkel, Mary Trammell, and Mary McCallie Ware.



CLASS OF 1931 AT REUNION. Clockwise from lower left: Mildred Duncan (in white dress with back to camera), Ellene Winn, Julia Thompson Smith Carolyn Heyman Goodstein, Elizabeth Simpson Wilson, Marion Fielder Martin, Ruth Etheredge Griffin, Clara Knox Nunnally Roberts, Martha Norton Watson Smith (facing camera), Shirley McPhaul Whitfield, Margaret Week (not visible), Sara Lou Bullock, Laelius Stallings Davis, Jeannette Shar Harp, Adele Arbuckle Logan, Elizabeth Woolfolk Moye, Myra Jervey Hoyle Ruth Dunwody, Jean Grey Morgan (lace dress in center foreground), and Elise Jones.



CLASS OF 1932 AT REUNION. *Left to right: Louise Stakely, Kathleen Bowen Stark, Grace Fincher Trimble, Alma Fraser Howerton Cleveland, Margaret Ridgely Bachmann, Lila Norfleet Davis, Mary Miller Brown, Jura Taffar Cole, Louise Hollingsworth Jackson, Mary Dunbar Weidner, Olive Weeks Collins, and Catherine Baker Matthews.*



Douglas Lyle Rowlett '39

Like a sudden cloud, the death of Douglas Lyle Rowlett on April 27 veiled a glowing light and cast a chill shadow over all who knew and loved her. It was unpresaged, unthinkable, and tragically unaccountable.

Born near the close of World War I, and named for the soldier-father who died in France, Douglas grew from infancy to girlhood with the easy grace that characterized all she did. She had the rarest and finest beauty, stemming not from mere form and feature but from warmth of heart, mind, and personality. Her inner radiance was felt instantly and remembered indefinitely. Mediocrity had no part in her, but neither did competition. She did everything in a superior manner, but nothing with a manner of superiority. She was completely selfless.

An enthusiastic camper, swimmer, and rider, she enjoyed all sports. Possessed of unusual intellect, she made honor roll; of outstanding leadership,

was elected to Mortar Board. She wrote fluently and well, winning prizes before and during high school. At Agnes Scott she majored in English, belonged to B. O. Z., contributed to "Aurora", and worked on the paper. She had a personal sense of citizenship and a deep interest in good government and good education. Her article "To the Educators of My Children," in the Winter 1948 Alumni Quarterly, should be a creed for parents and all teachers.

But it was her Christian influence permeating her whole life, and her spiritual strength, giving her both purpose and fulfillment, which set her apart. Thus it was that she became the president of Christian Association during its first year of existence as the leader under which that organization emerged from the former religious unit on the campus — a branch of the Y.W.C.A. — into the broader organization, uniting all the religious forces of the College. Capable and efficient, she was also warmly human. She welcomed the freshmen and, phenomenally, knew them all by name within a week.

Graduation in June was followed by marriage in July; but for Douglas education was continuous; she never stopped learning nor teaching. She found time to study at the University of Oklahoma, to found and operate a nursery school, to head with her husband a Sunday School department. Her three children, Jane, 9; Frances, 6; and Roy, 4, testify to her joyous, loving, and intelligent motherhood. That she should be taken from them and from all who loved her is one of the inexplicable mysteries which must await revelation in another world. We can only feel a humility and gladness that her path touched ours.

The theme for Christian Association during her presidency was: "I am come that ye might have life, and have it more abundantly." That is what she did.

—CORA KAY HUTCHINS BLACKWELDER
'39



CLASS OF 1948 AT REUNION. Clockwise from left: Doc Dunn (in striped dress), Rose Mary Griffin Wilson, Lady Major, Ruth Bastin Slentz, Tissy Rutland Sanders, Betty Kitts Kidd, Lida Walker Askew, Bobbe Whipple, and Marybeth Little.

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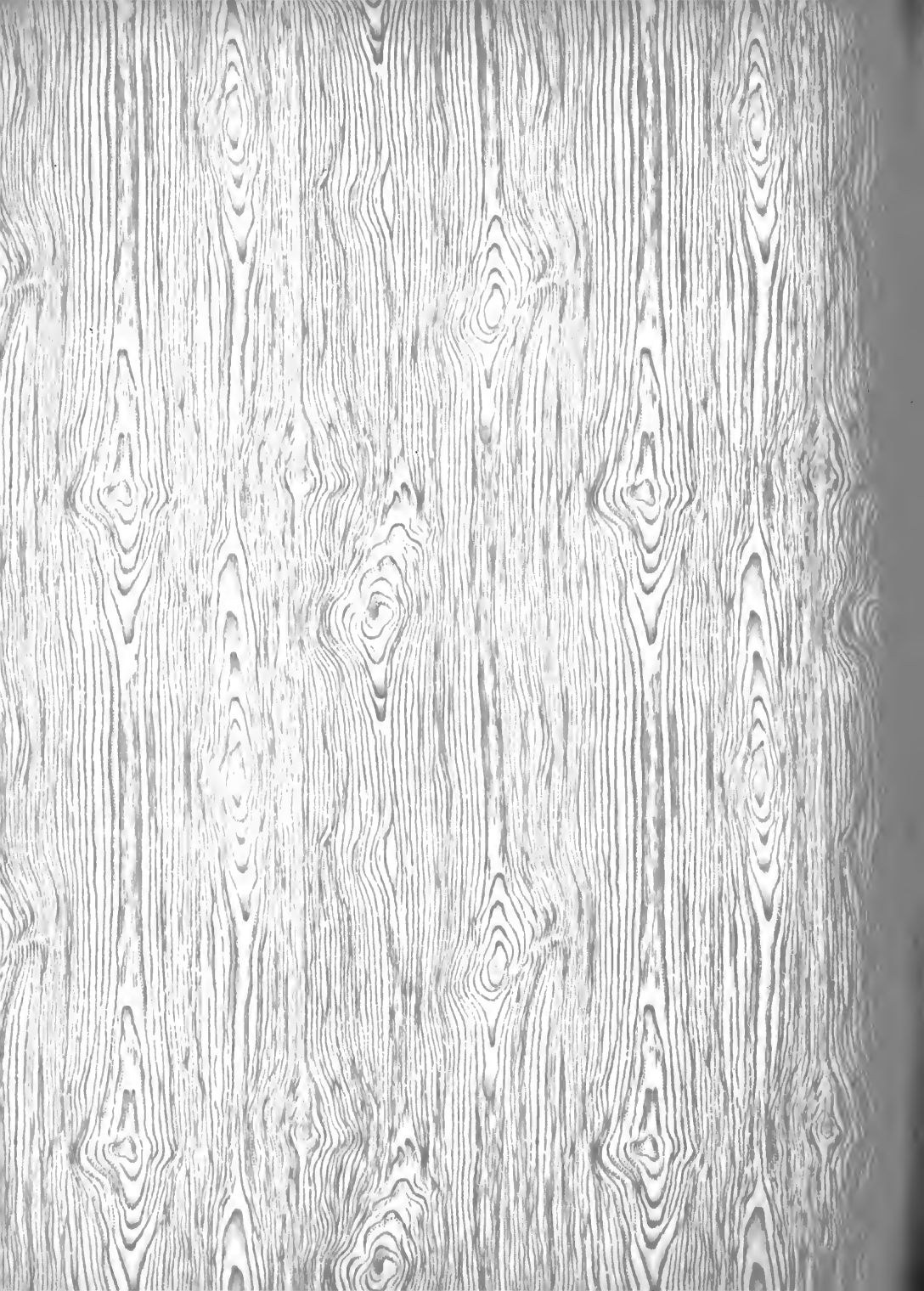
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CLASS OF 1949 AT REUNION. Clockwise from extreme left: Hunt Morris (white suit), Harriotte Winchester, Gene Akin Martin, Henrietta Johnson, Margaret Brewer, Reesie Newton, Doris Sullivan, Marie Cuthbertson, Tim Alexander, Julianne Cook, Ann Hayes Berry, (not visible — Mary Jo Adams), Louisa Beale, B. J. Ellison Candler, Betty Wood Smith, Mary Aicherton Lee), Mary Ramseur, Mary Heinz, Kate Durr Elmore.







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FOR REFERENCE

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